

# Cotgrave Church of England Primary School



## HOMework

Reviewed

Spring 2010	Spring 2018		
Spring 2012	Spring 2020		
Spring 2014	Spring 2022		
Spring 2015	<b>Spring 2023</b>		
Spring 2017	Autumn 2024		



# Cotgrave Church of England Primary School

## Homework Policy

### Introduction

At Cotgrave Church of England Primary School we believe in the concept of 'learning for life' and the idea that both adults and children learn new things every day. We wholeheartedly believe that learning should be a rewarding and enjoyable experience for everyone, with every learning opportunity seized. Through our teaching and the resultant and associated learning we equip children with the skills, knowledge, understanding and values necessary to be able to make informed choices about the important things in their lives, striving to combine excellence in teaching with enjoyment of learning. At the same time, we want to build a culture of ambition within the school, where every learner strives to be the best that they can be. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives ('Life in all its fullness'), nurturing profound personal development.

Homework at Cotgrave Church of England Primary School is one of the ways in which we involve parents on a day-to-day basis in the life of the school and the formal education of their children. It helps to build the partnership between home and school, developing a parent's understanding of what their children are working on in school and helping each child to develop to their full and highest potential. We acknowledge the vital contribution parents make to their children's education and the positive support given to the school through their involvement.

Our mission is to help develop happy, confident, independent, caring young people who are enthusiastic about their achievements, excited about their future and who excel to reach their full potential, within an atmosphere of Christian love which encourages respect for others and a positive attitude to the world around.

### Aims

Through the homework given, we aim to:

- Consolidate and reinforce skills and understanding, particularly in English, mathematics and topic work;
- Extend school learning, for example through additional reading;
- Encourage our children to develop the confidence, correct attitudes and self-discipline needed to study independently (both during their time at our school and beyond);
- Support the development of a 'take care' approach to presentation, through applying the 'Perfect Presentation Promise' to homework;
- Provide opportunities for parents and children to work together to enjoy learning experiences;
- Develop an effective partnership between the school, its children and parents and other carers;
- Exploit resources for learning, of all kinds, at home.

### Type and amount of homework

Most of the homework given to the children will be concerned with English and mathematics, but work from other curriculum areas may often be appropriate. The type and amount of work will take account of an individual child's needs and abilities. All children will have homework in one form or another, which parents will be advised to expect weekly and encouraged to help their children to ensure that homework is done on time.

### Foundation Stage

- Children in the Foundation Stage should spend a few minutes each day sharing a book.
- Children in F2 will also have phonemes to practise followed by key words once they are ready.
- By the time the children are in F2, they will have a 'Busy Book' for home-school communication and parents are encouraged to annotate homework where appropriate.

### Key Stage One

- Children in Key Stage One should read regularly. This is expected to be 'little and often' throughout the week. This reading will usually be from a school reading book, which could be one chosen to share with an adult or a reading scheme book.
- The children will also be given weekly spellings to learn: these will include 'sight words' (tricky words), words to 'sound out' and key vocabulary linked to work completed in class. Activities to support the development of cursive handwriting may also be given.
- The children will be given topic-related grid each half term to choose an activity from each week to expand on learning begun in school. This may include English, Maths, Science, History, Geography, Art and Design &

Technology tasks. Children will be encouraged to bring work in across the half term and their work will contribute to whole-school topic exhibitions. This should be differentiated for learners with SEND.

- There may be opportunity for parents to support their child's consolidation of number, including: practising number bonds to 10 and counting in 2s, 5s and 10s by the end of Year 1; practising number bonds to 20 and 2, 5 and 10-times tables by the end of Year 2.
- The children in Key Stage One have a 'Homework Book' where homework can be recorded and a 'Reading Record Book' in which parents are requested to write comments about when and how their child has read.
- A total of about an hour each week should be spent on these homework activities.

#### Lower Key Stage Two

- Children in Year 3 and 4 should spend ten to fifteen minutes each day reading at home. This will usually be from a school reading book and/or a suitable library book.
- The children will be given word lists to practise and learn linked to the spelling work completed in class. Activities to support the development of cursive handwriting may also be given.
- The children will be given topic-related grid each half term to choose an activity from each week to expand on learning begun in school. This may include English, Maths, Science, History, Geography, Art and Design & Technology tasks. Children will be encouraged to bring work in across the half term and their work will contribute to whole-school topic exhibitions. This should be differentiated for learners with SEND.
- There will be opportunity for parents to support their child's consolidation of number, including: learning for instant recall, the appropriate times tables (3, 4 and 8-times tables by the end of Year 3; 6, 7, 9, 11 and 12-times tables by the end of Year 4 and number bonds to 100) in preparation for half-termly assessment.
- The children in Years 3 and 4 have a 'Homework Book' where homework will be recorded and a 'Reading Record Book' in which parents are requested to write comments about when and how their child has read.
- A total of about an hour and a half each week should be spent on these homework activities.

#### Upper Key Stage Two

- Children in Year 5 and 6 should spend at least fifteen minutes each day reading at home. This will usually be from a school reading book and/or a suitable library book.
- The children will be given word lists to practise and learn linked to the spelling work completed in class. Activities to complete the development of cursive handwriting may also be given on an individual basis where required.
- Each week the children will be given either an English or a topic-related task or activity; topic-related work may contribute to whole-school topic exhibitions. This should be differentiated for learners with SEND.
- Each week the children will be given a mathematics task (along with parental guidance) alongside learning, for instant recall, the appropriate times tables (consolidation of all times tables up to 12 x 12 during Year 5 and Year 6) or (once all times tables are known for instant recall) another appropriate mental maths target. A member of staff will check mental maths targets regularly.
- As the children in Year 6 approach End of Key Stage (SATs) Tests, extra homework and revision will be given.
- The children in Years 5 and 6 have a 'Homework Book' where homework will be recorded and a 'Reading Record Book' in which the children themselves will record both independent reading as well as reading with an adult and where parents may write comments about when and how their child has read.
- A total of about two and a half hours each week should be spent on these homework activities.

Throughout school there are a variety of positive incentive schemes to encourage the completion of homework tasks.

On any day that homework appears not to have been set we encourage parents to support their child with: reading, number bonds, times tables, spellings and topic-linked private research or study as appropriate to the age and ability of the child. Once children are in Key Stage Two, any non-optional un-completed homework activities will be completed in school during a designated lunchtime 'homework club' run by the Class Teacher.

#### Responsibilities

Each Class Teacher is responsible for setting suitable homework, giving details of when the work should be completed and for ensuring that the work is checked when it is returned to school.

Parents are expected to support and encourage their children in the completion of homework (in line with our 'Home-School Agreement') and to be responsible for supporting their children in the safe return of work to school. From time to time parents may need clarification about homework expectations, for which they should seek the advice of the Class Teacher when necessary.

#### Staff Wellbeing – Marking Policy

In order to support staff wellbeing, expectations around teachers' marking have been reduced with a minimum of only one piece of work in the week in English and Mathematics involving 'developmental marking'. For all other pieces of work during the week, the marking should be 'light touch marking'; with 'pinking' and 'greening' of the success criteria and areas where work needs to be corrected (eg arithmetic, spellings) or followed up in some other way. As a result of this policy decision, homework will be assessed, checked and valued, but not formally marked in the ways that other pieces of work completed in school would be.

#### Review

All policies are subject to periodic evaluation and update.

Reviewed Autumn Term 2024