



Lenham Primary School

Take Pride; Be Proud

Ham Lane
Lenham
Kent
ME17 2LL


Phone: 01622 858260

www.lenham.kent.sch.uk

Headteacher: Mrs Andrea McCluskey

Homework Policy

September 2019

Document history: Written by Reviewed by	A McCluskey
Agreed by the governing body on: Sept 2019	
Review date:	September 2020
Signed: 	
Chair of Governors	

INTRODUCTION

We believe homework consolidates and reinforces skills and understanding in Maths and English, helps raise the level of confidence of pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'

AIMS

- To provide opportunities for children to consolidate and extend learning at home independently and in partnership with their parents/carers and other adults at home.
- Foster shared positive attitudes towards learning at home and school.
- To provide homework that will contribute towards raising pupils' understanding and confidence.
- To encourage all children to develop increasing independence and a sense of personal responsibility.
- To meet the needs of individual children.
- To extend the opportunities for learning.
- To help older pupils and their parents/carers to establish homework routines at home in preparation for their transfer to Secondary School.
- Provide homework that is consistent, purposeful and enjoyable for children.
- Provide a range of tasks that will reinforce the basic skills in English and Mathematics (and other areas of the curriculum when appropriate).
- Use the outcomes of homework to further help planning and target assessing.

A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation. Most of the homework is provided for completion over the course of a week so it can be made to fit around family lifestyles and commitments. Homework is set on days which are appropriate to the teacher who sets it. Days will be shared with parents at either the Autumn Term 'Meet The Teacher' meetings or via the weekly emails.

As a School we regularly use online platforms for setting homework- Maths Whizz, SPAG.com and TT Rockstars. This year we will also be using Google Classroom for setting tasks.

Maths Whizz is an IT maths platform, which identifies gaps in children's understanding and helps fill those gaps. The program can be used with the child working through the tasks, but the class teacher can also assign work which is linked to the weeks learning. The class teacher can see how many minutes each child works on the program. The program will also respond if the child is struggling.

SPAG.com is an IT spelling, punctuation and grammar platform. The teacher has to create a test and assign it to the children. Teachers will often use this to inform their weekly planning as an assessment tool, so if a child is struggling ask them to take a guess and tell their teacher they didn't understand.

TT Rockstars is an IT platform to help children gather quick recall of their times tables. This is especially important for Year 3 and 4 as the government has now implement a times table check at the end of Year 4.

Every child is given a reading journal/record; please record that your child has read as this goes towards the class winning Busters Book Club award.

ROLES and EXPECTATIONS

<p>Rainbow Class</p>	<ul style="list-style-type: none"> • Children should be encouraged to read at home and this should be recorded in the Reading Record for a minimum of 10 minutes every day. • The weekly newsletter identifies activities complementary to those done at school which the parents might like to complete with their children and these can be recorded in a 'Busy Book'. This book will be used in school to share with the class teacher. • Children will be encouraged to choose items of personal significance from home on a regular basis and to prepare something to say about them to the rest of the class and the class teacher. Children are encouraged to ask and answer questions. • Children may have sight words that they need to be able to recognise at the end of the year. These will be tested on an individual basis throughout the school year and may be given to the children to practice at home. • Children are asked to bring things in during the year to enhance focused activities. • Activities that have enhanced the children's learning and wider experiences at home can also be shared with the teacher via Tapestry.
<p>Year 1</p>	<ul style="list-style-type: none"> • Children will be given a maths activity to complete each week. This work will be marked and given back to each child. • Children are expected to read at home for a minimum of 10 minutes every day. • The Reading Record should be completed each time. • Weekly spellings (common exception words and phonic phase related words). • Sometimes, extra work will be sent home, which will link to the topic.
<p>Year 2</p>	<ul style="list-style-type: none"> • Children are expected to read at home for a minimum of 10 minutes every day and the reading record book should be completed each time. • Weekly spellings • There will be a weekly homework task and this is usually Maths.
<p>Year 3</p>	<ul style="list-style-type: none"> • Children are expected to read daily at home for a minimum of 15 minutes every day and the reading record book should be completed each time. • A spelling list will be provided and will be tested within school. • A short English or Maths task or online homework will be set most weeks, to reinforce topics from recent learning. • On occasion, there may be a research/creative task that relates to our topic set alongside the usual spellings and reading. • Ongoing learning of multiplication facts- using TT Rockstars.
<p>Year 4</p>	<ul style="list-style-type: none"> • Children are expected to read daily at home 20 minutes every day and the reading record book should be completed each time. • A spelling list will be provided and will be tested within school • Learning of multiplication facts ongoing – using TT Rockstars. • A short English or Maths task or online homework will be set most weeks, to reinforce topics from recent learning. • On occasion, there may be a research/creative task that relates to our topic set alongside the usual spellings and reading.
<p>Year 5</p>	<ul style="list-style-type: none"> • Children are expected to read at home each evening (20-25 minutes)' • The Reading Journal should be completed each time' • A spelling list will be provided and will be tested within school. • Topic-based homework every few weeks, as required, and is explained in the weekly email to parents. • Times tables are tested weekly • Either a numeracy or literacy activity each week based on that week's learning
<p>Year 6</p>	<ul style="list-style-type: none"> • Children will be given an English and Maths activity weekly. These are always a reinforcement of concepts covered in class and are designed to encourage the children to be able to work independently

	<ul style="list-style-type: none"> • Spellings, to be learnt at home, are set each week and tested in school on a Wednesday. • Children are expected to read at home each evening (30 minutes each day).
Special Educational Needs (SEN)	Homework needs to be accessible to all. The planning of homework tasks will take into account the varying needs of children including those with disabilities or special educational needs. Careful planning will ensure that the level of demand is appropriate and that guidance is clear.
Role of the Governing Body	<p>The Governing Body has:</p> <ul style="list-style-type: none"> • Delegated powers and responsibilities to the Headteacher in order to oversee the development of this policy; • Responsibility for the effective implementation, monitoring and evaluation of this policy.
Role of the Headteacher	<p>The Headteacher will:</p> <ul style="list-style-type: none"> • Promote this policy by raising its status and importance; • Ensure that homework is built into teachers planning; • Provide supportive guidance for parents; • Keep up to date with new developments with regard to homework; • Monitor and evaluate this policy
Role of the Teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> • Integrate homework into their planning; • Set interesting tasks or activities; • Set homework appropriate to each child; • Explain when, what and how the work is to be done so that each child clearly understands. <p><i>Following feedback from the parental survey conducted in October 2016, staff will aim to raise the value placed on homework and ensure pupils receive feedback on how well they have done.</i></p>
Role of Parents and Carers	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> • Support homework; • Value homework, so the children also see the value in completing the homework; • Provide a suitable space in their home where their children can concentrate on their homework; • Establish a homework routine (such as no television); • Provide materials pens, pencils etc.; • Go through the homework before their child starts and discuss the completed work when finished; • Make the experience pleasurable; • Find time to work with their child or be at hand if a problem arises; • Discuss, encourage and praise their child's efforts; • Contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it; • Contribute to school evaluation so the school can monitor and evaluate its effectiveness.
Role of children	<p>Children are asked to:</p> <ul style="list-style-type: none"> • Complete their homework and hand it in on time; • Listen carefully in class to make sure they understand what is asked of them; • Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate; • Highlight to the School Council any ideas they may have about homework; • Complete their homework using appropriate writing materials; • Have a go at all their homework activities.
Types of homework	All homework tasks and activities are designed to consolidate and reinforce skills and understanding in English and Maths (and possibly enhance topic learning).
Feedback	Feedback will be provided to pupils and parents in the form of returned work

	and/or 'scores'.
Monitoring the effectiveness of the policy	The effectiveness of this policy will be reviewed annually or when the need arises. Parents are encouraged to feedback and make suggestions via questionnaires, the school website, parent forums or face to face with an appropriate staff member.