



# Lenham Primary School

*Take Pride; Be Proud*

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## Homework Policy Addendum

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<b>Signed:</b>  	
<b>Chair of Governors</b>	

## 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 set 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, Numberbots, SPAG.com, spelling shed and TT Rockstars. This year we will also be using Google Classroom for setting tasks.

Maths Whizz and Numberbots are 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.

Spelling Shed is a platform that helps children learn their weekly spellings.

SPAG.com is an IT spelling, punctuation and grammar platform. The teacher assigns a test 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 implemented a times table check at the end of Year 4.

### Accelerated Reader

In order for AR to have the impact children need to read for 30 minutes every day. We are providing 20 minutes everyday in school with the remaining 10 minutes being achieved at home. The impact of 30 minutes everyday can be over 6 months progress in reading. This is incredibly important to us as reading helps with writing, understanding maths problem solving and opens up access to the whole curriculum. Therefore we are asking parents to help support this.

## ROLES and EXPECTATIONS

<p><b>Rainbow Class</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Phonics activities will be sent home.</li> <li>• Activities to support wider learning will be posted on Tapestry.</li> <li>• Activities that have enhanced the children's learning and wider experiences at home can also be shared with the teacher via Tapestry.</li> </ul>
<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• <b>Children are expected to read at home with <u>an adult</u> for a minimum of 10 minutes every day. The Reading Record should be completed each time.</b></li> <li>• Children will be given a maths activity to complete online through Maths Whizz or Numberbots.</li> <li>• Weekly spellings (common exception words and phonic phase related words)- sent home on a sticker in the reading record books.</li> </ul>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• <b>Children are expected to read at home with <u>an adult</u> for a minimum of 10 minutes every day. The Reading Record should be completed each time.</b></li> <li>• Children will be given a maths activity to complete online through Maths Whizz, TT Rockstars or Numberbots.</li> <li>• Weekly spellings (common exception words and phonic phase related words) are sent home on a sticker and can also be accessed on spelling shed.</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• <b>Children are expected to read at home with <u>an adult</u> for a minimum of 10 minutes every day. The Reading Record should be completed each time.</b></li> <li>• Spellings are on Spelling Shed and will be tested within school.</li> <li>• Maths activity set using Maths Whizz or TT Rockstars.</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• <b>Children are expected to read at home for a minimum of 10 minutes every day (<u>3 times a week with an adult</u>). The Reading Record should be completed each time.</b></li> <li>• Spellings are on Spelling Shed and will be tested within school.</li> <li>• Maths activity set using Maths Whizz or TT Rockstars.</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• <b>Children are expected to read at home for a minimum of 10 minutes every day (<u>3 times a week with an adult</u>). The Reading Record should be completed each time.</b></li> <li>• Spellings are on Spelling Shed and will be tested within school.</li> <li>• Maths activity set using Maths Whizz or TT Rockstars.</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• <b>Children are expected to read at home for a minimum of 10 minutes every day (<u>2 times a week with an adult</u>).. The Reading Record should be completed each time.</b></li> <li>• Spellings are on Spelling Shed and will be tested within school.</li> <li>• SPAG activity set weekly on SPAG.com</li> <li>• Maths activity set using Maths Whizz or TT Rockstars.</li> </ul>
<p><b>Special Educational Needs (SEN)</b></p>	<p>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.</p>
<p><b>Role of the Governing Body</b></p>	<p>The Governing Body has:</p> <ul style="list-style-type: none"> <li>• Delegated powers and responsibilities to the Headteacher in order to oversee the development of this policy;</li> <li>• Responsibility for the effective implementation, monitoring and evaluation of this policy.</li> </ul>
<p><b>Role of the Headteacher</b></p>	<p>The Headteacher will:</p> <ul style="list-style-type: none"> <li>• Promote this policy by raising its status and importance;</li> <li>• Ensure that homework is built into teachers planning;</li> <li>• Provide supportive guidance for parents;</li> <li>• Keep up to date with new developments with regard to homework;</li> <li>• Monitor and evaluate this policy</li> </ul>

<p><b>Role of the Teachers</b></p>	<p>Teachers must:</p> <ul style="list-style-type: none"> <li>• Integrate homework into their planning;</li> <li>• Set interesting tasks or activities;</li> <li>• Set homework appropriate to each child;</li> <li>• Explain when, what and how the work is to be done so that each child clearly understands.</li> </ul> <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>
<p><b>Role of Parents and Carers</b></p>	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> <li>• Support homework;</li> <li>• Value homework, so the children also see the value in completing the homework;</li> <li>• Provide a suitable space in their home where their children can concentrate on their homework;</li> <li>• Establish a homework routine (such as no television);</li> <li>• Provide materials pens, pencils etc.;</li> <li>• Go through the homework before their child starts and discuss the completed work when finished;</li> <li>• Make the experience pleasurable;</li> <li>• Find time to work with their child or be at hand if a problem arises;</li> <li>• Discuss, encourage and praise their child's efforts;</li> <li>• Contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;</li> <li>• Contribute to school evaluation so the school can monitor and evaluate its effectiveness.</li> </ul>
<p><b>Role of children</b></p>	<p>Children are asked to:</p> <ul style="list-style-type: none"> <li>• Complete their homework and hand it in on time;</li> <li>• Listen carefully in class to make sure they understand what is asked of them;</li> <li>• Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate;</li> <li>• Highlight to the School Council any ideas they may have about homework;</li> <li>• Complete their homework using appropriate writing materials;</li> <li>• Have a go at all their homework activities.</li> </ul>
<p><b>Types of homework</b></p>	<p>All homework tasks and activities are designed to consolidate and reinforce skills and understanding in English and Maths (and possibly enhance topic learning).</p>
<p><b>Feedback</b></p>	<p>Feedback will be provided to pupils and parents in the form of returned work and/or 'scores'.</p>
<p><b>Monitoring the effectiveness of the policy</b></p>	<p>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.</p>