



# **BRIZE NORTON PRIMARY SCHOOL**

## **Homework Policy**

<b>Date adopted by Governing Body</b>	<b>Review Date</b>	<b>Signed by the Chair of Governors</b>
November 2022	November 2025	

The purpose of homework is to:

- involve parents in helping their children to make progress, especially in those areas where regular practice, often supported 1:1, is more important than direct teaching
- enable parents to understand what their children are working on
- encourage and support parents in helping their children with their learning
- develop the independence of older children in their learning

Through the policy we aim to:

- ensure consistency of approach throughout the school
- ensure progression towards independence and individual responsibility
- ensure the needs of individual pupils are taken into account
- ensure that parents/carers have a clear understanding about expectations from themselves and the pupil
- extend and reinforce the learning experience via reinforcement and revision.
- provide opportunities for parents and pupils to work together to enjoy learning experiences
- encourage children to develop long term strategies for future needs
- prepare Year 6 children for secondary school transfer

### **Role of Parents/Carers**

We value the assistance that parents/carers provide in supporting the children's education at home. As joint educators, parents can help by creating a suitable environment for their children to complete homework activities. We aim for homework activities to encourage family learning, whereby parents/carers and children can work together. By the end of Year 6 we aim to build children's independence when completing homework tasks.

The homework policy applies to everyone.

### **Expectations**

- Homework should be handed in on time unless prior arrangement has been made with the class teacher.
- Homework should be completed in pencil unless otherwise directed.
- Homework should be presented neatly and of a standard we would expect for the child.

### **Guidelines**

#### **BUCCANEERS – EARLY YEARS FOUNDATION STAGE**

Children in the EYFS are asked to read with their parents five times a week. From the beginning they are given sounds and tricky words to read as well as a phonics reader and a book from the library. Parents write in the Reading Record each time the children read. Once children are reading more fluently, inside the reading record books are suggestions for discussion about the books. In addition parents are asked to make observations of their children at home over the year, and they are asked to discuss the Word of the Week.

### **HURRICANES AND HERCULES – YEARS 1, 2 AND 3**

Children in Years 1 – 3 are expected to read five times a week to an adult. Reading records are completed by parents to reflect this (with date, pages read – comments are optional).

The week's spelling/phonics focus is sent home and parents are asked to support their children with this through the attached activity.

One Maths activity is sent home each week, this is a consolidation activity. In Years 2 and 3, a multiplication table activity is also set.

A topic task is sent home termly. This will be set out in Week 1 with a hand in date near to the end of the term.

### **VOYAGERS AND FALCONS – YEARS 4, 5 AND 6**

Children in Years 4, 5 and 6 should read five times a week and we ask that the child record this in their diary, writing the date and pages read along with the title of the book. A comment is optional but can be included.

The week's spelling focus is sent home with a task to complete.

Children in Years 4, 5 and 6 will be set maths homework practising the instant recall of multiplication tables and their associated division facts as well as a weekly reinforcement maths task.

A topic task is sent home termly. This will be set out in Week 1 with a hand in date near to the end of the term.

An additional task may be added at different times to further support learning.

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Children are provided with a single homework book for all their homework.

Each class teacher will be responsible for setting the homework, making sure the demands of homework are manageable for pupils and parents.

On return, homework is shared as a class and marked together allowing for discussion time around the tasks. Homework is set on a Monday and returned on a Monday. All homework will be explained using the proforma (see Appendix A). These are stuck in homework books for parents to see and sign to ensure clarity in expectation.

### **Special Educational Needs**

Children with Special Educational Needs will be set homework which will reflect the child's needs and abilities.

## Appendix A

<b>Xxxx Class Homework</b> <b>Term xx Week xx</b> <b>Year xx</b>
<b>English - Spelling</b>
<b>Maths</b>
<p>Please ensure all homework books are handed in each <b>Monday</b> along with your reading journals. <b>They will be checked and returned on a Monday.</b> Please could reading journals be brought into school <b>daily</b> so we can monitor progress throughout the week.</p> <p>Any questions or problems, please let me know before the hand in day and I will be happy to help.</p> <p style="text-align: center;">Many Thanks,</p>
<b>Termly Topic Project Task due on _____</b>
<p>Parents and carers please sign to confirm your child has completed all the homework tasks requested.</p> <ul style="list-style-type: none"><li>• Spelling</li><li>• Reading (5 times)</li><li>• Maths</li></ul> <p style="text-align: center;">Signed _____</p> <p>Please add any further feedback which may be helpful for xxxx to know:</p>