

Childwall Valley Primary School



Homework Policy 2021-22

“Easy is boring, Challenge is fun!”

Childwall Valley Primary School Homework Policy 2021/2022

Aims

- To ensure a totally consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.

Nature of Homework

- It should be noted that homework can be set in many different forms with many different expectations and outcomes.
- When expecting and setting homework there are a number of points to consider:
 1. The nature and type of homework changes throughout a pupil's school journey.
 2. Homework should not cause undue stress on the pupil, family or the teacher.
 3. It will not necessarily come in the form of a written task.
 4. Homework is to be set weekly from Nursery to Year 6.
- As children get older, homework provides them with an opportunity to develop the skill and disposition of independent learning. It is important that parents support their children, but good habits of independent study should be encouraged.

Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family.

If parents have any concerns they should not hesitate to contact the school.

Homework will be set per Friday and returned Thursday to allow adequate time for the completion of a homework task, except where daily practice is to be encouraged (reading records, learning spellings/key words, number bonds or times tables/multiplications).

Homework Tasks

Listed below are types of and frequency of activities that will be given as homework. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class.

Phase 1 (Nursery and Reception): What must be set.

Nursery

- Picture books sent home weekly
- Number of the week and letter of the week tasks
- Ideas for Learning Challenge activities through Tapestry

Reception

- Two reading scheme books per week
- Key words
- Ideas for Learning Challenge activities through Tapestry
- Phonics sheets are sent when appropriate to do so

Phase 2 (Y1, Y2 and Y3): What must be set.

Year 1

- Two reading scheme books per week
- Key words
- Phonic sounds
- One piece of English homework or one piece of maths homework
- Research for foundation topic as and when required

Year 2

- Two reading scheme books per week
- Key words
- Phonic sounds
- One piece of English homework or one piece of Maths homework
- Research for foundation topic as and when required

Year 3

- Reading book suited to their reading ability
- Spellings – Tested on Friday
- Times tables – Tested on Friday
- One piece of English homework or one piece of Maths homework
- Research for foundation topic as and when required

Phase 3 (Y4, Y5 and Y6): What must be set.

Year 4

- Reading books suited to their reading ability
- One piece of English homework or one piece of Maths homework
- TT Rockstars
- Spellings – Test on Friday
- Times tables – Test on Friday

Year 5

- Reading books suited to their reading ability
- Spellings – Tested on Friday

- Times tables – Tested on Friday
- TT Rockstars
- One piece of English homework or one piece of Maths homework
- Research for foundation topic as and when required

Year 6

- Reading books suited to their reading ability
- Spellings – Tested on Friday
- Times tables – Tested on Friday
- TT Rockstars
- One piece of English homework or one piece of Maths homework
- Research for foundation topic as and when required

Role of the Teacher

- To ensure that the expected homework for their class is shared consistently per week.
- To plan and set a programme of homework that is appropriate to the needs of the child that builds upon current learning in class.
- To ensure any homework is purposeful in reinforcing basic skills.
- To mark homework when necessary and give feedback to pupils.
- To provide a system for storing homework (wallets or workbooks).
- To be available to talk to parents and children about homework.
- To follow the school system for organising and recording homework.

Role of Parent/Carer

- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.

- To use the home school contact book as a way of tracking children's homework and communicating with teachers regarding the work given.

At Childwall Valley Primary School we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do unaided. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

General

- Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. Marking may be done in a variety of forms, some of which will not be written.
- Feedback must be given to individual pupils, or to groups of pupils.
- If children are absent due to illness we will not send homework home. We would assume that the child was too ill to work.
- If a child is absent for a length of time (broken leg) the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. In such circumstances the teacher should consult the Headteacher first.
- Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

Special Educational Needs

Children with special educational needs must still be set appropriate tasks for homework per week. Some children may benefit from separate tasks from the rest of the group/class. The class teacher will ensure that all homework tasks meet the needs of pupils with special educational needs and that communication with parents of SEND children is clear regarding expectations.

Teachers will take account of the pupil's difficulties when marking homework by, for example, concentrating on content. This is particularly relevant if children have a diagnosis of Dyslexia. They will consult with parents and set homework which can be completed by the pupil within a reasonable period of time.

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