

LAVANT C.E. PRIMARY SCHOOL



Learning together in faith - always aiming for the best

Homework Policy

Written
Review

Spring 2022
Spring 2024

Philosophy

At Lavant CE Primary we strongly believe in home-school collaboration and value the impact that learning outside school has. Our homework policy aims to meet the needs of all our children and families, giving children the opportunity to build their independence and organisational skills, as well as preparing our older children for transition to secondary school. This policy will be discussed with families each year during our 'Termly Overview' meeting early each autumn term where class teachers will explain their classroom routines.

What does homework look like at our school?

As your child progresses through school, homework will look different. The aim of this policy is to make the expectations clear for pupils, families and our teaching team.

- All children, regardless of age or stage, benefit enormously from reading and being read to every day. Reading is a vital foundation for all learning and we strongly recommend that all our families build daily reading into their routines. Each child in EYFS to year 4 is provided with a Reading Diary which enables staff, parents and children to record their observations and reflections on books that are being enjoyed.
- In addition to reading, all children are expected to learn and practise spellings to build confidence and accuracy in written work.
- Regular practise of number bonds, and later, times tables is vital to ensure quick, accurate recall and an interest in number facts.
- Children may also be asked to complete an activity which supports the learning in a current or future Learning Journey, or a piece of mathematics.

The length of time required to complete the activity varies according to the age of the child.

The day on which homework tasks are set varies according to the programme for the week in each year group, however the teachers will endeavour to ensure that there are several days over which a task may be completed and that it extends beyond the weekend, to enable other out of school and family commitments to be enjoyed. Parents will receive information regarding when homework is set, and the day it needs to be returned, on the termly curriculum letters and in termly overview meetings.

Marking homework

All homework will be acknowledged by the class teacher but will not be given in-depth feedback in the same way that learning at school is. Feedback could be verbal, or in the form of a written comment. Spellings will not always be tested in a traditional sense but will be used as a focus for marking in application in writing across all curriculum areas. Times tables may be tested but, more importantly, will be used in application in mathematics.

Parents and carers roles:

Parents are asked to play a positive role by encouraging children, promoting independence while also supporting their children when appropriate. Younger children may need assistance accessing our various learning platforms at home.

Children with special needs:

It should be ensured that SEND children can achieve success at their level. Some tasks may be inappropriate for certain pupils, whilst others could be modified to match their stage of development. Some children, may be provided with bespoke homework programmes to consolidate and enhance their learning.

HOW IS HOMEWORK ORGANISED IN OUR SCHOOL

Early Years and Key Stage 1

A Home Activity Sheet is sent home at the launch of each new LJ and children may choose a range of activities to complete at home linked to current learning in school.

Lower Key Stage 2

All children receive a weekly 'Home Activity Sheet', via Seesaw, which outlines compulsory tasks (in red) and also suggests a range of practical activities that may be completed if desired (in blue).

Upper Key Stage 2

In preparation for secondary school, **all** homework is compulsory for children in years 5 and 6 (Pheasant Class).

In year groups 1 – 6 the majority of homework is set and received via SeeSaw, or Tapestry in Early Years. Teachers respond to work uploaded via SeeSaw and parents may also comment on their children’s work. If children do not have access to a compatible device or if the activity is of a more practical nature, children will be asked to bring in completed home tasks accordingly.

<p>Wren Class (EYFS)</p>	<ul style="list-style-type: none"> • Children bring home a selection of reading books including a decodable book to share with parents each week. • Phonic activity sheets and ‘key words’ are sent home for children to learn. • Ideas for practical activities at home are suggested for each learning journey on the ‘Home Activity Sheets’. • Parents are asked to record WOW / significant moments they see at home on the sheets provided or on Tapestry. These will be included in their Learning Journals and help to build a picture of the children’s progress.
<p>Goldfinch and Robin Class (Years 1 & 2)</p>	<ul style="list-style-type: none"> • Children bring home reading books to share with parents. Parents listen to their child read at least four times a week and fill in their child’s reading record. • Ideas for activities to support each Learning Journey are suggested on ‘Home Activity Sheets. Children are <i>expected to access at least one of these activities per week.</i> • Phonic / spelling activity sheets are sent home weekly for children to complete. • In Year 2, children are expected to consolidate their knowledge of the 2, 5 and 10 times tables at home in the Spring and Summer terms, including through the use of ‘TT Rockstars’ learning platform.
<p>Woodpecker Class (Years 3 & 4)</p>	<ul style="list-style-type: none"> • Children bring home a reading book and are encouraged to read independently, or to a parent every day (but at least 4 times a week). Children are encouraged to comment on their reading in their reading journals. • Spellings and fundamental maths skills should be practised regularly on ‘Spelling Shed’, ‘TT Rockstars’ or ‘Numbots’. • A variety of English, Maths and Learning Journey activities are provided to consolidate / extend learning on Home Activity sheets. (Red activities are compulsory and blue activities are encouraged).
<p>Pheasant Class (Years 5 & 6)</p>	<ul style="list-style-type: none"> • The expectations for Years 5 and 6 are higher, both in quality and quantity. • The learning of tables, spellings and reading continues. • Learning Journey or English tasks are given weekly, and weekly maths is expected through use of TT Rockstars and/or Numbots. • Some children, who struggle with longer homework tasks or need key areas of learning consolidated, have short daily burst homework set.

In addition to regular homework, some children may be asked to complete unfinished classroom work if it is deemed appropriate.

Take Away Tasks

On occasions children are encouraged to complete a longer project, such as making or preparing a model or costume. The school recognises that such activities may need more significant support from parents, but wishes to note that all contributions are valued and that for some families this type of activity positively engages other members of the family with the learning. These tasks are open ended in nature to help extend understanding of topics and to further extend key skills.

Online Learning platforms.

Children are provided with user names and passwords to enable them to access a range of online platforms (including Busy Bees, Numbots, TT Rockstars and Spelling Shed) designed to help children consolidate and extend key skills and knowledge.

March 2022

This policy will be reviewed in two years time.