



# Elvington Church of England Primary School



## Homework Policy

The Governing Body of Elvington CE Primary School endeavours to write and adopt policies that are fully inclusive for all children / staff / parents / carers / Governors and members of the wider community.

Policy approved by Governors:	December 2023
Signature of Chair of Governors:	
Date for renewal:	December 2026





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## **Introduction**

Homework encourages pupils to develop the skill, confidence and motivation to study effectively on their own. We feel it should be used to reinforce understanding and skills taught as part of the school curriculum. Working at home gives pupils an opportunity to extend what they have learned in school and it provides an opportunity for parents and children to work together and enjoy learning experiences. We recognise that our children have many learning experiences after school and that homework should not place unreasonable demands on children's leisure time or family life

Homework should contribute towards raising standards of achievement.

Our consultation with parents leads us to recognise that they represent wide-ranging views and expectations regarding homework. We aim to strike a balance in responding to these views, alongside those of the children and staff, as we revise our policy on homework.

## **Aim**

Through this policy we aim to:

- Ensure progression towards independence and individual responsibility
- Extend and reinforce the learning experiences offered to children
- Encourage children to develop long-term strategies for learning
- Encourage the ever growing partnership between home and school

## **Guidelines**

All children, from Reception to Year 6, are expected to read regularly at home. This should include reading aloud to an adult and by themselves...

Children will be given homework from Reception to Year 6, taking into account the age and stage of development of children, this will have the same grid format from class to class. At the start of each year, the class teacher will inform parents about the arrangements for homework for that school year and a copy of this will be stuck into the front of homework books as an aide memoire for parents.

The children have contributed greatly to "our homework agreement" and this should be the first point of reference for staff, children and parents and we hope everybody will be able to contribute to this as supportively as possible.



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### **Conclusion**

We aim to support all our children in continuing to learn at home. Within the context of busy family lives, we appreciate that, occasionally, children will not always have time to complete what has been set and on this we rely on the judgement of parents.

The effectiveness of our approach to homework will be monitored by the head teacher who will actively seek and welcome comments from parents as this policy becomes established.

**As a school we believe that by working together we will better equip our children for lifelong learning and we value the input parents and children have made in revising our policy on homework.**

### **Our Homework Agreement**

#### **Teachers will:**

- Provide regular homework for children in Reception to Year 6.
- Give you the opportunity to complete it at weekends **OR** on weeknights.
- Provide a variety of homework.
- As part of the homework grid, bigger pieces of homework and expect you produce something special over 2 or 3 weeks.
- Make every effort to tell parents what you are expected to do and how to support you.
- Write comments in homework books so that you and your parents can see how well you have done and see where you need to improve.
- Inform parents when homework is not returned to school.

#### **Children are expected to:**

- Decide when they will do their homework as soon as they get it and ask their parents whether this fits in with family plans.
- Complete homework with care and pride.
- Complete mathematics homework in pencil and English with a sensible pen or pencil, as used in class.
- Make every effort to complete homework on time and to the best of their ability.
- Try to be as independent as they can, but ask for help if needed.



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## **Parents/Carers could:**

- Help children to plan ahead and arrange a good time to do their homework so that it doesn't spoil other family time.
- Help children to find a place to work that suits them and is free from younger brothers or sisters.
- Encourage children to complete homework with care and pride.
- Encourage the child's **own thoughts and ideas**.
- Inform the class teacher (via the homework book or verbally) when it has not been possible to complete homework during a particularly busy week or when children have struggled to understand.

## **Homework – a note to parents/carers**

We want to strike a balance between keeping the core weekly homework that we set for the children and giving them an element of choice by suggesting a range of more practical activities, often related to the class topic, which we hope will extend and enrich their learning. The teachers have drawn up a grid of challenges for each year group from Class 1 onwards, which they will be sending out together with a homework book for each child to record what they have done. I know that when staff have set projects in the past the children have produced some amazingly good work and so I have high expectations that the homework books will be something that they can be proud of and that we can celebrate in school. I am certainly looking forward to seeing what the children can do. Please note however that this is meant to be something that the children do, so do give them help and support but don't do the homework for them.

If the activity is a purely practical one we would love to see pictures in the book of the children doing it, or if that isn't possible, a note from you to indicate that they have completed the activity.

We are hoping as well as making homework more enjoyable, the grid of challenges will also make you more aware of what your child is learning about in school.

The member of teaching staff have outlined the homework for each year group below. If you have any questions about it please come and talk to Mr. Buttery or to your child's teacher. The shaded boxes contain essential homework, to be completed over the half term. The remaining boxes are optional activities.

EYFS – Weekly sounds to practise, and reading to your child as much as possible. Miss Rushmer may suggest other activities in the homework diary.

YEAR 1 – Reading each night, weekly spellings to learn, choose 1 activity each week from the new sheet



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YEAR 2 – Reading each day, weekly spellings to learn, choose 1 activity each week from the new sheet

YEAR 3 – Reading each day (10 – 15 minutes), weekly number bonds or times tables practice, weekly spellings, choose one activity from the new sheet each week

YEAR 4 – Reading each day (15 – 20 minutes), weekly spellings, multiplication tables, choose 1 activity each week from the new sheet

YEAR 5 – Reading each day (20 – 25 minutes) weekly spellings, multiplication tables, maths activity, choose 1 activity each week from the new sheet

YEAR 6 – Reading each day (25 – 30 minutes), weekly spellings, multiplication tables, maths activity, choose 1 activity each week from the new sheet

Reading has always been the key activity in our homework policy and I cannot stress how vital it is that children continue to practice their reading at home whether they are in the Reception class or in Year 6. It really is the most important thing that you can do to help your child because so much depends on this skill and we greatly appreciate the time that parents spend reading to and with their child.

The support you offer your child with their homework is always much appreciated.

### **Reading Key Stage 1**

Children start to learn to read in the Foundation Stage by following the Letters and Sounds programme of study. They are taught to associate sounds with the corresponding letters of the alphabet and then to use this knowledge to blend sounds together to read simple words. In Key Stage One, reading activities are part of each day's learning and reading is taught and practised in three ways:

**Shared reading** - the whole class read a big book, or new vocabulary, together with the teacher.

**Guided reading** - a group of children of similar ability read a book with the teacher and explore the meaning of the text.

**Individual reading** - an adult listens to a child read a book that he/she is about to take home or has already read at home.

In order for children to share with their parents what they are learning in school and to encourage parents to be active participants in their children's learning, pupils in the **Foundation Stage** take home a range of reading materials.



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- 1 **Phonics workbooks** - these show parents which letters and sounds have been learned and practised in school.
- 2 **Key words** - these are basic words which need to be sight read e.g.: to, the, and etc.
- 3 **Matching words and pictures** - children are required to sound out and then read the words and match to the correct picture.
- 4 **Captions** - these are simple phrases using words they have seen before.
- 5 **Reading books from the school's reading schemes.**

In Year One, children may continue to take home key words as well as reading books and by Year Two children will probably just have a reading book. Pupils also have an orange reading record book in which teachers will write what has to be read and parents are asked to sign and date when reading has taken place and make an appropriate comment if they wish. It is vital for parents to sign the reading record each time reading has been done. Often children cannot remember if they have read a particular book and they need your help to clarify matters. Reading books will be changed twice a week if a child can read the text well and understand the contents. There may be exceptions to this at very busy times of year e.g. Christmas.

Many parents are anxious that if their child's book has not been changed they are not learning to read and, therefore, not progressing. **This is absolutely not the case.** The most effective teaching of reading takes place during shared reading and guided reading sessions in school and children's individual reading books are to practise what has been learnt previously.

### **Tips for reading with your child -**

Find a quiet comfortable place with few distractions.

Make it a pleasurable experience for you both, so if your child is not in the right frame of mind, come back to it another time.

Short frequent sessions are probably best.

Allow time for your child to look at the pictures, discuss the story and work out words for themselves.

Encourage your child to sound out words wherever possible. If it's a tricky word give them a helping hand.

With books with few words, talk about the story and make up simple games to identify individual words.

As the books become longer and more challenging, please take your time and re-read sections to gain fluency and understanding. By reading a book over several nights you are encouraging your child to retain the storyline, so that they are able to discuss the detail of the narrative.



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**Please remember that it is so important for your child to read books from a range of other sources: own books, magazines, library books etc.**

We are trying to nurture enthusiastic and competent readers to maximise their achievement and enjoyment over their lifetime.

### **Key Stage Two Reading (Years 3 – 6)**

By the time children get into Key Stage Two, they often have very different needs in reading and as in Key Stage One; the main ways of continuing the learning journey are through shared and guided reading. Individual reading is eased off, as children become independent fluent readers. It is essential that children have a breadth of reading experiences, which include fiction, non-fiction, comics, poetry books, etc., in fact there is no limit. Children will learn to be discriminating and develop a healthy attitude to reading which will stand them in good stead for the rest of their lives.

In the past, children further up the school in Years 5/6 have begun to move away from keeping the orange reading record book, but we have decided to ask all children to keep up this record, as it is a useful way of the children, as well as us, monitoring which books, and the variety of books, they have read. Do feel free to put a comment in these if you have heard them read.

**As children progress from Years 3 to 6 we are encouraging them too gradually:**

<b>Read with expression and understand all the punctuation.</b>
<b>Give opinions about an issue in a story, finding examples in the text.</b>
<b>Talk about what they like to read and why.</b>
<b>Give their opinion about what happens in a story, finding examples in the text to support their opinion.</b>
<b>Identify the point of view from which a story is told.</b>
<b>Find information quickly by skimming and scanning.</b>



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**And then...**

**Read with appropriate phrasing and intonation.**

**Say when writers evoke particular responses in the reader.**

**Explain why they prefer certain writers and types of text.**

**Use evidence from the text to support personal views.**