

# The Shevington Federation

Millbrook and Shevington Vale Primary Schools



## Homework Policy

## HOMEWORK POLICY

At Shevington Vale Primary School we believe that learning at home is an essential part of good educational provision. We believe that through providing a purposeful and organised homework programme we can develop an effective partnership with parents and carers and involve them directly in their children's education, sharing achievement and progress. We believe that quality homework not only supports learning in the classroom but also helps to develop successful, independent learning skills and fosters a lifelong positive attitude to learning in our children.

### AIMS

Through this policy we aim to:

- Ensure consistency of approach throughout our school.
- Enhance and reinforce work and learning at our school.
- Help children develop independent learning strategies.
- Ensure that parents have a clear understanding of what is expected of them and of the children.
- Provide opportunities for parents, children and school to work in partnership.
- Provide opportunities for parents and children to enjoy learning experiences together.
- Prepare children in Year 6 for secondary transfer.

### OBJECTIVES

All tasks should:

- Give plenty of opportunities for children to succeed.
- Be accessible.
- Have a clear, shared focus and accompanied with time guidelines.
- Where appropriate, help to develop social as well as academic skills.
- Be manageable for teachers and for parents.
- Not deprive children of their vital playtime and enjoyment of other interests.

## HOMEWORK OPPORTUNITIES

### FOUNDATION STAGE:

Homework will largely consist of regular reading with parents/carers. Pupil are allocated one book per week, which is phonetically decodable and set at the child's current level in phonics. Pupils are also expected to read at least one book on the school reading scheme, again at their child's phonic level. They will also be given a non-phonetic level book to be shared with adults at home, to help foster a love of stories.

### Key Stage 1:

Reading to an adult every day is our main homework focus in Key Stage One. Children in Year 1 will be given 2 books each week that are closely matched to their current phonic knowledge. Children in Year 2 will also read phonetically decodable books at home until they reach the end of our phonics programme, where they will move onto book banded books. All children have access to our

reading scheme, Reading Renaissance, if they would like to further practise applying their phonics. We send home weekly multiples and a spelling list linked to the words they're studying in class.

Key Stage 2:

Regular home reading remains vital and should be a daily activity for all children throughout Key Stage 2 and pupils should read independently/to an adult at least five times per week. In addition, a spelling list and multiples will be sent home.

***(SEE APPENDIX 1 FOR A LIST OF HOMEWORK TASKS PER YEAR GROUP.)***

## SPECIAL EDUCATIONAL NEEDS

Children who are on the SEN register or receiving extra support (e.g. 1 to 1 tuition) will always receive work that is differentiated to suit their level of need.

## THE ROLE OF PARENTS AND CARERS

The Government advises that parents and carers should be encouraged to:

- Provide a reasonably peaceful, suitable place where children can do their homework or help children attend other places where homework can be done, such as a library or a homework club.
- Support school in valuing homework by relaying positive messages to children.
- Encourage and praise children when they have completed their homework.
- Encourage parents to communicate positively and politely with any concerns or worries regarding their children's homework.
- Become actively involved in supporting and encouraging their children in shared homework activities.
- Provide quality time to support their children in homework activities.
- Encourage children to develop higher levels of independence in order to hand homework in promptly.

## THE ROLE OF THE CLASS TEACHER

At Shevington Vale class teachers should:

- Set purposeful and appropriate homework tasks, following school policy.
- Inform parents at the start of each school year of the homework programme.
- Ensure that homework is manageable for the children.
- Value and mark homework appropriately, providing clear and supportive feedback to encourage further development.
- Monitor the completion and quality of homework returned, informing parents of any concerns that may arise.
- Teachers may reward children for work that is consistently completed and promptly handed in.

**Date:** September 2024

**Review:** Annually

YR	READING	ENGLISH	MATHS
R	Sharing a book with an adult for approximately 10 minutes per night.	Phonics work appropriate to ability	Number Bonds
1	Reading to an adult for approximately 10 minutes per night.	Phonics work appropriate to ability	Number Bonds
2	Reading to an adult for approximately 10 to 15 minutes per night.	Phonics work appropriate to ability. Spelling list	Multiplications 2,5,10
3	Reading to an adult 5 x per week. (approx. 15 mins each time)	Spellings to learn appropriate to their needs.	Multiplications 2,5,10,4,8,3
4	Reading to an adult 5 x per week. (approx. 15 mins each time)	Weekly spellings to learn appropriate to their needs.	Multiplications 2,5,10,4,8,3,6,9,7
5	Reading independently or to an adult 5 x per week. (approx. 20 mins each time)	Weekly spellings to learn appropriate to their needs.	Multiplications 2,5,10,4,8,3,6,9,7,11,12
6	Reading independently or to an adult 5 x per week. (approx. 20 mins each time)	Weekly spellings to learn appropriate to their needs. <a href="http://SPAG.com">SPAG.com</a> Tasks	Multiplications 2,5,10,4,8,3,6,9,7,11,12, SATS Companion