

# Bell Farm School Homework Policy

## Introduction

Homework plays an important role in developing home/school links, giving parents an insight into the curriculum and promoting family learning. We endeavour to provide opportunities for parents to enjoy working with their child at home.

## Aims

Through this policy we aim to:

- Use homework as a tool to help continue to raise standards of attainment.
- Ensure consistency of approach throughout the school.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Practise or consolidate basic skills and knowledge.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare older pupils for their transfer to secondary school.

## The Nature of Homework

Homework can be set in many different forms, such as:

- Practising tables or spellings
- Writing sentences or paragraphs
- Solving a problem
- Reading
- A maths investigation
- An online activity

When setting homework, the following points are considered:

- The nature and type of homework changes throughout a pupil's school career.
- The amount and frequency of homework.
- Homework should not cause undue stress on the pupil, family or the teacher.
- It will not necessarily come in the form of a written task.
- Homework is set and marked weekly.

The children will be told how they should complete their homework. We provide a homework exercise book for some homework but homework is not always written down.

## The Role of the school

- Ensure that homework is set regularly, appropriately and consistently across classes in the cohort.
- Provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child.
- Ensure that homework is marked in accordance to the school marking policy and feedback given to children and parents.
- Set homework that takes inclusion issues, equality and racial opportunities into account.
- Ensure any homework is purposeful and links directly to the curriculum being taught.
- Reward and praise children who regularly complete homework tasks.
- Respond to comments in the reading diary and homework book weekly.

## The Role of Parents/Carers

- Have Fun! And enjoy learning together.

- Become actively involved and support their child with homework activities.
- Encourage and praise their child when homework is being done and when it is completed.
- Inform the school if their child is having any difficulties with their homework.

At Bell Farm 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 on their own. 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 can discuss it with their child's teacher.

### The Role of the Pupil

- Undertake all homework at the right time and to the best of their abilities.
- Ask the teacher if they do not understand what they have been asked to do.
- Ask for some help if it is needed.
- To let a teacher know immediately if they have been unable to complete their homework for any reason.

### Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Bell Farm School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

### Homework Timetables

This is negotiated within each year group to take account of:

- The teacher's work schedule and opportunity for marking work.
- A balance of homework for pupils so that they do not have too much to do on one night and too little on another.

The homework timetable is communicated to all families in the termly curriculum newsletter which is available on the school website

The grid below gives an indication of the time spent by each year group but different children, even within the same family, may work at a different pace. However, if a child repeatedly spends all evening doing homework or regularly claims that they have no homework then something is wrong and we would ask the parent to talk to the class teacher. Similarly, if a teacher is concerned they will contact the parent. Parents/Carers who have queries about homework should not hesitate to contact their child's class teacher or the phase leader.

### Reception

Monday	<b>Reading book</b>	Reading at home should take place <b>5 times a week</b> . The children are not restricted to reading their scheme book and can choose from books at home if preferable. If the child is very tired or struggling to engage simply sharing a book with them or reading to them is encouraged. These reading sessions should be recorded in the child's reading record. <b>A member of staff will record a comment at least once a week.</b>
Tuesday		
Wednesday		
Thursday	<b>Homework task sent home. Reading book changed.</b>	
Friday		

**Children will also bring home 'word lists' with high frequency words and key sounds to practise.**

### Year 1 and 2

Monday	Spellings set and previous spellings tested.	Reading 5/10 min
Tuesday		Reading 5/10 min
Wednesday		Reading 5/10 min
Thursday	Maths/English games or maths task (20 min)	Reading 5/10 min
Friday		Reading 5/10 min

**In years 1 and 2 the reading scheme book will be changed by the child (with support from a member of staff) three times a week. A comment will be made in the reading diary by a member of staff at least once a week.**

### Year 3, 4 and 5

Monday	Spellings set and previous spellings tested. Spelling task* set (10 min).	Reading 10 min
Tuesday		Reading 10 min
Wednesday		Reading 10 min
Thursday	Maths/English game or task (20 min).	Reading 10 min
Friday	Mental Maths to be set and tested every Friday (scores are in the planners).	Reading 10 min

### Year 6

Monday	Spellings set and previous spellings tested. Spelling task* set (10 min).	Reading 10 min
Tuesday		Reading 10 min
Wednesday		Reading 10 min
Thursday	Maths and English task (20 min each).	Reading 10 min
Friday	Mental Maths to be set and tested every Friday (scores are in the planners)	Reading 10 min

Children may be given additional homework in year 6 to ensure that they are prepared for the tests in May.

Children are able to access Bug Club, Mathletics and Letterjoin at home. Occasionally these will be set as the maths or English homework task.

### **Spellings**

**Children should practise the new spellings daily for about 5 min.**

The spelling task will be one of a number of activities that the child can choose from. There will be a list of spelling tasks on the inside front cover of the spelling book.

The spelling book will be used for the spelling test as well as the spelling task.

All year groups will set challenge words that children can learn in addition to the spelling list.

<b>Status of Policy</b>	<b>Date September 17</b>
Agreed by staff	
Reviewed	