



# SHAP ENDOWED CHURCH OF ENGLAND PRIMARY

## Homework Policy

**2023 - 2024**

Approved by:	
Name:	Katie Chappell
Position:	Head teacher
Signed:	<i>K A Chappell</i>
Date:	Summer 2023
Proposed review date <sup>2</sup> :	Summer 2024

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	September 2021
2	Updated expectations of the role of parents, and included procedures that staff will follow when children are not completing their homework.	Summer 2022
3	Updated 'Go Read' to 'BoomReader'. Rewards for reading homework included: Reading Raffle and Remarkable Readers. Updated contact emails at the end of the document	Summer 2023



SHAP C of E SCHOOL

## Rationale:

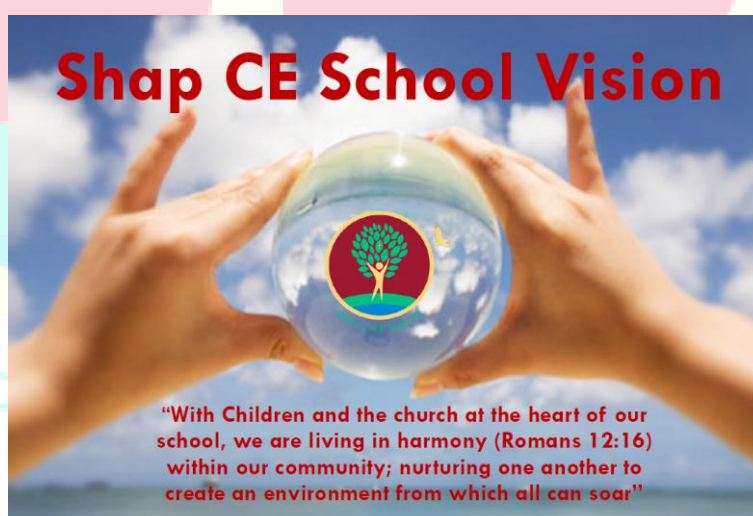
Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school; see **Content and Approach**. Homework encompasses a whole variety of activities instigated by school staff and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

Homework is an important part of a child's education, and can add much to a child's development. We recognise that the education provided by any school is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see homework as an important example of cooperation between staff and parents, as outlined in our Home-School Agreements. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

## Aims of Homework:

- to enable our children to 'soar' or make maximum progress in their academic and social development;



- to help pupils develop the skills of an independent learner
- to promote cooperation between home and school in supporting each child's learning
- to enable all aspects of the curriculum to be covered in sufficient depth
- to provide educational experiences not possible in school
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons through challenge
- to help children develop good work habits for the future

## Content and Approach:

Our staff and children regard homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning. Homework is set and returned using our learning platform, *Microsoft Teams*; we also use the *BoomReader* app for monitoring the frequency of reading at home and for correspondence between families and school regarding reading.

We set a variety of homework activities. We give children books to take home and read with their parents and also ask children to practise spellings or mathematical tables. Sometimes we ask children to talk about a topic at home prior to studying it in school or to find and collect things that we then use in a lesson. We may ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school libraries but also the local library, as well as the Internet and other resources.

We expect children to do more tasks independently as they move through the Key Stages. We set English and Maths homework when necessary, in order for the children to consolidate and reinforce the learning done in school through practise at home. We also set homework as a means of helping the children to revise for the end of Key Stage 2 tests if they take place, as well as to ensure that prior learning has been understood.

Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. Reading at home for example is praised in our Celebration Worship through the 'Reading Raffle' competition and the 'Remarkable Readers' score chart. There may be issues arising from the work, which the teacher will follow up in lesson time. We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

As they move through the school, the homework expectation for the children will change. The type and amount of homework is outlined for the year groups below.

Classes	Homework guidance
EYFS: Catbells	Reading at home Practicing Key words Letters and sounds activities Big maths activities Occasional topic work

<p>Years 1 and 2: Kidsty Pike</p>	<p>Reading at home</p> <p>Practicing reading high frequency words</p> <p>Phonics/ Spellings words to practise writing (including handwriting)</p> <p>Mental arithmetic flashcard sums</p> <p>Occasional topic work- e.g. at start of a new topic</p>
<p>Years 3 and 4: Blencathra</p>	<p>Reading at home</p> <p>Phonics/ Spellings words to practise writing (including handwriting)</p> <p>Learning times tables and / or other Maths activities – including online activities</p> <p>Completed CLICS SAFES and Learnits (<i>Big Maths</i>) to practise elements led confident within</p> <p>Homework project linked to our topic and foundation subjects</p>
<p>Years 5 and 6: Helvellyn</p> <p><i>More independence in completing the activities is expected from the older children</i></p>	<p>Reading at home</p> <p>Phonics/ Spellings words to practise writing (including handwriting)</p> <p>Mental arithmetic skills to practise – including online activities.</p> <p>There will be either a maths or English task set each week which will prepare the children for the next week's learning.</p> <p>A termly family learning homework will be set linked to the term's topic themes and foundation subjects.</p> <p>Towards the end of Year 6, additional work will be given to the children to support them in their preparation for any Key Stage 2 SATs and transition to secondary school.</p>

### Inclusion and homework:

We set homework for all children as a normal part of school life. We try to ensure that all tasks set are appropriate to the ability of the child, yet challenging, and we endeavour to adapt any task set so that all children can contribute in a positive way. In order to address specific learning needs, some children may have additional or differing work to that provided for the majority of the class. This is arranged with

individual families. We value and celebrate the diversity of our pupils and their families, and we appreciate the enrichment that this brings.

### The role of Parents and Carers:

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. Any homework set should be done *independently by the child where possible*, although support from parents is needed to ensure children complete their homework in a timely manner. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best, e.g. a quiet area with minimal distractions, all the resources and equipment that they need, etc. Parents can support their child by providing a good working space at home and by discussing the work that their child is doing. For children who are not completing their homework as expected, the class teachers will contact parents / carers to help them to support their children to complete their work as expected. This contact will be initially via TEAMS. If this continues, the class teacher will make a phone call to the parent, or discuss the matter face to face.

If parents have any questions about homework, they should, in the first instance, contact the child's class teacher.

Catbells: [vkelsall@shap.cumbria.sch.uk](mailto:vkelsall@shap.cumbria.sch.uk)

Kidsty Pike: [hjackson@shap.cumbria.sch.uk](mailto:hjackson@shap.cumbria.sch.uk)

Blencathra: [vcapstick@shap.cumbria.sch.uk](mailto:vcapstick@shap.cumbria.sch.uk) or [sheron@shap.cumbria.sch.uk](mailto:sheron@shap.cumbria.sch.uk)

Helvellyn: [agorst@shap.cumbria.sch.uk](mailto:agorst@shap.cumbria.sch.uk)

### Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the Educational Standards committee of the governing body. The governing body may, at any time, request from the Headteacher a report on the way homework is organised in our school.

This policy has been written following consultation with parents and staff and will be reviewed annually, in the summer term, in line with the school's policy cycle, or as required.