



Thorndon CofE Primary School

Homework Policy

Approved by:	Governors	Date: Autumn 2023
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2026	

Rationale

We believe homework should:

- provide opportunities for parents, children and the school to work together in partnership to enhance children's learning.
- encourage children to develop the responsibility, confidence and self-discipline needed to study independently.

In our school, homework is set in order to:

- encourage pupils and their parents to share and enjoy learning experiences.
- help children develop good organisational skills, self-discipline and responsibility enabling a child to make personal choices about their learning.
- help children develop good work habits for the future.
- provide children with the opportunity to practise skills taught in class and to consolidate and reinforce learning undertaken in school
- prepare children for the next phase of their education
- be accessible to all children and their families.

Homework should be a positive opportunity for the child and a parent to spend time together and discuss learning. Throughout a pupil's time at the school, the amount and duration of homework will slowly increase. Homework should never be too onerous nor should it ever create stress within the pupil's family. Homework should not prevent children from taking part in activities and various out-of-school clubs and organisations that play an important part in the lives of our pupils. If parents have any concerns they should not hesitate to contact the class teacher.

Homework Tasks

The majority of homework at Thorndon is given through Topic 'Pick n Mix' maps where the children are given 8-10 different homework tasks to choose from, these are varied and cover all the areas of curriculum. The children are required to complete a minimum of 3 tasks. The completed homework is then brought into school where we share each piece with the class and invite the parents to join us to show case each child's homework.

Reading (all children from EYFS to Year 6)

Children should be encouraged to listen to stories, develop confidence with reading, understand what they are reading and read a variety of different books.

The early development of reading and literacy skills continues from EYFS into Key Stage 1 and Key Stage 2, and pupils' learning is greatly enhanced by the opportunity to share and enjoy books with parents, other adults and older siblings.

In EYFS, we encourage parents to read to their child and share books, so when the child is ready and able to, they will read daily at home to an adult. Pupils in Key Stage 1 and Key Stage 2, are also expected to read daily to an adult as part of their homework.

At first, children take home a book that they can decode, which is linked to the phonics they are learning in class. Once the child has finished the phonics program, their reading will be assessed and the child can select a reading book of their choice, from the books linked to their level.

We want to encourage children to read widely and for pleasure, so children are able to read other books, alongside their school reading book. Every time a child is heard, we ask this to be recorded in their reading record book.

Times Tables

Times tables are just facts to learn. The same techniques work – practising little and often, writing them down and playing games. The key is to take one table at a time and learn a few facts. Make sure children learn the whole fact (two times two is four) rather than just chant the answers. Once the facts are remembered, learn them out of order. Do they know the related division facts? (If $3 \times 2 = 6$, then $6 \div 2 = 3$ and $6 \div 3 = 2$) Once a table is learnt go on to the next one – but remember reinforcement is the key and children will forget them – and so you will need to revisit them more than once. Each time children revisit, their learning speeds up until the whole table is committed to their memory.

Children in Key Stage 1 and Key Stage 2 each have a 'Times Table Rock Star' account. This App is a fun way to learn their times tables and is designed to engage the child and develop their speed of recall.

Early Years Foundation Stage (Reception)

No formal homework is required in the Early Years Foundation Stage. However, links between the home and school are vital for the development of young children and sharing information about work taking place in school and at home helps to develop learning and foster a love of it.

Phonics sessions take place daily and we encourage parents to practice sounds and letters with their child, and when a child is ready to read, simple reading books may be introduced. Parents are expected to share all types of books with their child at home. Guidance is given to parents on achieving the maximum benefit from this time spent with their child.

The Role of the Pupil

- To make the time to complete home learning carefully to the best of their ability.
- To discuss difficulties with their parents and teachers – to use a growth mindset to overcome difficulties.
- To hand in completed homework on time.

The Role of Parents/Carers

- To be actively involved and support their child with homework tasks.
- To provide a suitable place for their child to carry out his/her homework.
- To read a wide range of books with their children.
- To encourage their children to do their best at all times and develop a growth mindset.
- To encourage and praise their child when they have completed his/her homework.
- To record and sign the reading record diary, each time their child is heard to read.
- To discuss any worries or concerns with the school when necessary.

If a child is absent for a length of time, the teacher and the parent will agree what learning should be done at home, how it should be marked and what type of help and support needs to be given.

Parents/carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

The Role of the Class Teacher

- To ensure any homework is purposeful and links directly to the curriculum.
- To give feedback to pupils.
- To provide a clear model of how to complete the homework.
- To set homework that enables all children to be able to access and complete.

Equal Opportunities and Access

One of the key aims of this homework policy is to enable equal access for all pupils.

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment, which dispels ignorance, prejudice or stereotyping – homework activities are included in this.

Monitoring and Review

It is the responsibility of our governing body to monitor the school homework policy.