



# **Homework Policy**

Agreed at (please indicate with a \* ):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

Date: 13.11.20

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# Homework Policy

## 1. Introduction

- a) This policy has been written after considering the following:
  - i. The important role parents/carers play in their child's education.
  - ii. Ensuring that primary age children have time to discover other activities and interests e.g. Brownies, Cubs, sports clubs, music activities etc.
  - iii. Research on the effects of homework on the learning and well-being of primary aged children.

## 2. Principles

- a) The research and principles that have guided and influenced our approach to homework are:
  - i. *'Homework in primary school has an effect of around zero. In high school [secondary] it's larger. If you try and get rid of homework in primary schools many parents judge the quality of the school by the presence of homework. So, don't get rid of it. Treat the zero as saying, 'It's probably not making much of a difference but let's improve it'. Certainly I think we get over obsessed with homework. Five to ten minutes has the same effect of one hour to two hours. The worst thing you can do with homework is give kids projects. The best thing you can do is to reinforce something you've already learnt.'*  
John Hattie – Visible Learning, a synthesis of over 800 meta-analyses relating to achievement 2008
  - ii. The most recent research (including international research and that from the Education Endowment Foundation) also agrees on the following:
    - *That overall, homework in primary schools does not appear to lead to large increases in learning;*
    - *That the broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework;*
    - *That the purpose of homework should be made clear to children.*
  - iii. Automaticity. This is the ability to do things without occupying the mind with the low level details required, allowing it to become an automatic response pattern or habit. It is usually the result of learning, repetition and practice.

## 3. Aims and objectives

Regular, well planned homework can:

- a) Develop good habits and self-discipline for the future.
- b) Encourage skills and attitudes which help children improve their educational performance.
- c) Help parents gain an insight into their child's current attainment and rate of progress.
- d) Promote a partnership between home and school.
- e) Provide opportunities to develop independent learning.
- f) Consolidate and reinforce skills, concepts and knowledge learned in school.
- g) Provide a context for pupil/parent interaction.

## 4. Homework Activities:

- a) Our homework activities comprise of reading and a little and often phonics or online learning programmes.
- b) Reading at home means listening to your child read and reading a range of familiar and unfamiliar stories to them.
- c) Our on-line learning programmes for other little and often activities are:



- d) The Y3 – Y6 MyMaths activity will be ready after school every Thursday and has to be completed by the following Tuesday.
- e) The Y3 – Y6 MyMaths activity will be ready after school every Thursday and has to be completed by the following Tuesday.
- f) In YR and Y1 the weekly phonics focus will be handed out on a Friday.
- g) Weekly homework will need to be completed each full week of school as detailed below:

|    | <b>Activities</b>  | <b>Minimum Time allocated</b>  |
|----|--|--|
|    | <b>To be completed 5 times a week unless specified</b>   |  |
| YN | <ul style="list-style-type: none"> <li>Reading at home</li> </ul>  | 5 minutes per day for 5 days as a minimum  |
| YR | <ul style="list-style-type: none"> <li>Reading</li> <li>Phonics Practice</li> <li>Numbots practice</li> </ul>  | 5 minutes per day<br>2 - 5 minutes a day<br>2 - 5 minutes a day  |
| Y1 | <ul style="list-style-type: none"> <li>Reading</li> <li>Phonics Booklet</li> <li>Numbots practice</li> </ul> <p>NB: These activities will be phased in during the autumn term</p>  | 5 minutes per day<br>3 - 5 minutes a day<br>3 - 5 minutes a day  |
| Y2 | <ul style="list-style-type: none"> <li>Reading</li> <li>Learning Journal spelling practice</li> <li>Spelling Shed practice</li> <li>Times Table Rockstars practice</li> </ul>  | 5 minutes per day<br>1 minute a day<br>2 – 5 minutes a day<br>3- 5 minutes a day   |
| Y3 | <ul style="list-style-type: none"> <li>Reading</li> <li>Learning Journal spelling practice</li> <li>Spelling Shed practice – every other week</li> <li>Times Table Rockstars practice</li> <li>MyMaths lesson and activity – every other week</li> </ul> | 10 minutes per day<br>2 minutes per day<br>5 minutes per day – every other week<br>5 minutes per day<br>30 minutes per week - every other week |
| Y4 | <ul style="list-style-type: none"> <li>Reading</li> <li>Learning Journal spelling practice</li> <li>Spelling Shed practice</li> <li>Times Table Rockstars practice</li> <li>MyMaths lesson and activity – once a week</li> </ul>                         | 15 minutes per day<br>2 minutes per day<br>5 minutes per day<br>5 minutes per day<br>30 minutes per week                                       |
| Y5 | <ul style="list-style-type: none"> <li>Reading</li> <li>Learning Journal spelling practice</li> <li>Spelling Shed practice</li> <li>Times Table Rockstars practice</li> <li>MyMaths lesson and activity – once a week</li> </ul>                         | 20 minutes per day<br>2 minutes per day<br>5 minutes per day<br>5 minutes per day<br>30 minutes per week                                       |
| Y6 | <ul style="list-style-type: none"> <li>Reading</li> <li>Learning Journal spelling practice</li> <li>Spelling Shed practice</li> <li>Times Table Rockstars practice</li> <li>MyMaths lesson and activity – once a week</li> </ul>                         | 20 minutes per day<br>2 minutes per day<br>10 minutes per day<br>5 minutes per day<br>30 minutes per week                                      |

## 5. How parents can help

- a) Please take an interest in your child's homework, particularly finding time to share a book together so that you foster a love of reading with your child. Please read Appendix 3 for 'Top Tips' to help your child with reading.

- b) Please ensure your child looks after their books and Learning Journal so that they remain in excellent condition and are brought to school everyday.
- c) Please allow time for the activities to be completed.
- d) Please be positive - Homework is an extension of their learning. Therefore, it is vital that parents display a positive attitude to homework and value its importance.
- e) Please support your child with any misconceptions/difficulties.
- f) Please ensure that school homework is completed before any other homework tasks set by tutors or parents/carers.
- g) Please encourage and support your child to meet the required deadlines. If there is a problem in completing homework within the allocated time period, parents must inform the class teacher via [parents@stamford-green.surrey.sch.uk](mailto:parents@stamford-green.surrey.sch.uk) with a valid reason so that the child can be offered an extension period.
- h) If children in Y3 - Y6 have forgotten or not completed their homework by the hand in date, they will be required to attend Homework Extra Time to complete it during their leisure/play time. This will help to form good habits early on and develop organisational skills required for life.

## **6. Learning Journals – YN, YR and Y1**

- a) In Nursery, Reception and Year 1 the reading record part of the Learning Journal is used to keep a record of books read at home. Parents/carers and children please write the titles of books read and add any comments you wish to make.

## **7. Learning Journals – Y2, Y3, Y4, Y5 and Y6**

- a) Please sign the Learning Journal each week. You may wish to add a brief comment about how your child has got on that week.
- b) Appendix 1 details how Learning Journals should be filled in once the homework activities have been completed.

## **8. How children can help**

- a) Please look after your Learning Journal as it has to last all year and will have your password stickers in it.
- b) Bring your Learning Journal to school every day.
- c) Always enter what activities you have done so your teacher knows.
- d) Complete your homework task on time.
- e) Produce the best work you possibly can.
- f) Remember that help will be given in school if it is needed.
- g) Make sure your parents sign your Learning Journal each week.
- h) Always try your best.
- i) It is your responsibility to complete the activities that have been set.
- j) Remember to let your teacher and parents know if you have difficulties in completing tasks or handing in your Learning Journal on time.

## **9. What you can expect from the school**

- a) All children will be given a Learning Journal as well as all the passwords they need so that they can access the digital platforms and apps that we use.
- b) We will ensure that each child is regularly choosing books to read at home.
- c) We will set homework in accordance with this policy (amount, timescales, systems) and this will be progressive through the school (see table below).
- d) Teachers appreciate the time and effort taken to complete homework tasks and will check the Learning Journals and engagement with tasks weekly offering verbal feedback as appropriate.
- e) Teachers will keep a homework register to monitor pupils completing homework on time.
- f) If there is a problem in completing homework within the allocated time period, parents must inform the class teacher setting the homework. With a valid reason, children will be offered an extension period.

- g) If children in Y3 - Y6 have forgotten or not completed their homework by the hand in date they will have the opportunity to complete their homework, independently in school, during their leisure/play time on Wednesday/Thursday with the Year Group Lead teacher.
- h) Teachers will contact parents to discuss issues when homework is not completed on a regular basis.
- i) Teachers will offer praise and encouragement for effort and completing tasks. Homework Values Buttons (HVB) will be awarded to children in Y2 - Y6. See Appendix 2 for more information.
- j) In YR and Y1 a member of staff will read with your child regularly and a focus area will be stuck into the Learning Journal so parents/carers know what the teacher is focussing on.

## **10. School Holidays**

- a) Homework will not be set during school holidays as we recognise that this is important and valuable rest and family time. In addition to this, childcare arrangements may be different and as a result we do not want to burden families. However, we would love children to keep reading and enjoying a book being read to them during any holiday period.

## **11. Absence from school**

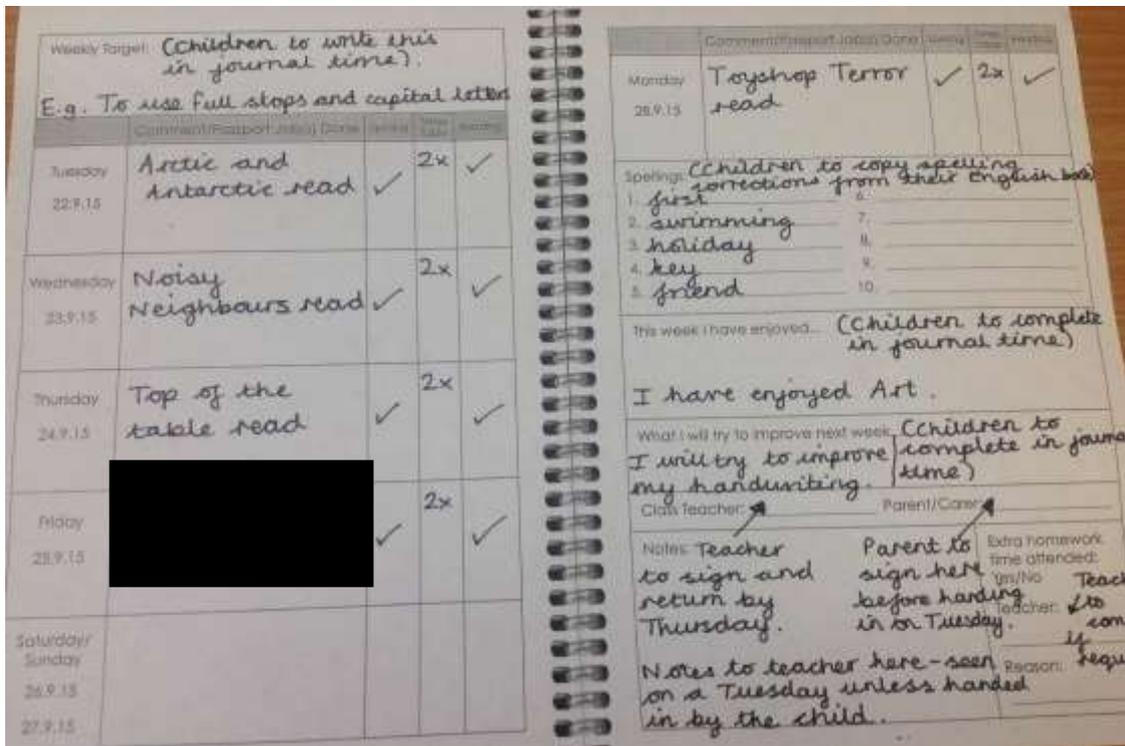
- a) Any pupils absent in term time will not be given homework tasks by the school. Parents may take their own books for children to read or published materials for numeracy and literacy work etc. Pupils can also keep a diary of their travels which can be shared with the class upon their return. However, there will be no expectation that this will be marked but positive verbal feedback will be given.

# Appendix 1

## Y2 to Y6

Below is an example of a completed Learning Journal for the academic year 2020 – 2021.

- TTR should be ticked in the Times Table column when you have spent some time on this.
- When you have completed your spelling activities please tick the spelling column.
- Any books that you have read should be recorded in the comments section. Please ignore the 'Passport Job(s) Done' text.
- MyMaths, Spelling Shed do not need to be recorded in the Learning Journal as teachers will be able to log in and see who has completed the activities.





## Homework Values Buttons Guidance – Y2 to Y6

When completing your homework tasks you might have to demonstrate some of our school values such as effort, resilience and making good choices. Each week, your teacher will reward you between 0 and 2 Homework Values Buttons (HVB) for effort and completion of the tasks set. For exceptional homework, an extra HVB (gold in colour) may be awarded to a 'homework hero', giving an absolute maximum of 3 HVB per week. In each class there will be up to 2 'homework heroes' per week.

### How do the HVB tickets work?

Your ticket will be stuck into your Learning Journal. When your teacher looks at your Learning Journal, they will sign off the amount of HVB you have earned that week. You can save up your HVB and exchange them for a number of rewards in the HVB shop.

### How do I redeem my HVB?

When you would like to exchange your HVB, take your Learning Journal to the office. You should tell them politely what you wish to exchange your HVB for and initials will be put on the HVB you have used up. You will be given a certificate as a 'receipt' of your exchange and, if needed, they will inform your teacher about what you have bought, including any important information such as the dates things have been booked – e.g. muffi days.

### What can I get for my HPVB?

|     |   |        |
|-----|---|--------|
| 1.  | Line leader for the day                                 | 5 HVB  |
| 2.  | Lunch queue pass  | 8 HVB  |
| 3.  | Chair in assembly for you and a friend                  | 10 HVB |
| 4.  | Chair in assembly for yourself                          | 15 HVB |
| 5.  | Lucky dip from the celebration assembly basket          | 15 HVB |
| 6.  | Seat at the teacher's desk for the day                  | 20 HVB |
| 7.  | A seat at the next Captain's table for you and a friend | 25 HVB |
| 8.  | Hair styling with Mrs James                             | 30 HVB |
| 9.  | 10 minutes of extra playtime for your class             | 30 HVB |
| 10. | ½ hour board games session for the class                | 30 HVB |
| 11. | ½ hour 'tech time' with the iPads for the class         | 35 HVB |
| 12. | Muffi day for you and a friend                          | 40 HVB |
| 13. | Your choice of songs on the music 'bells' for the week  | 45 HVB |
| 14. | 20 minutes of extra playtime for your class             | 50 HVB |
| 15. | Class muffi day – for your class or another class       | 60 HVB |

### What happens if I lose my Learning Journal?

Responsibility is one of our school values, so you must look after your Learning Journal. Unfortunately, if you lose it, you will lose any HVB previously earned.

Please note that a different items will be available due to COVID-19 and these will be decided by the Head and Deputy Boys and Girls and stuck into Learning Journals.

## 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1** Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

- 2** Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

- 3** Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

- 4** Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

- 5** Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

- 6** Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

- 7** Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018). *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation: London. Available online: [eef.org.uk/literacy-early-years/](https://eef.org.uk/literacy-early-years/)

Education Endowment Foundation (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation: London. Available online: [eef.org.uk/literacy-ks3-ks4/](https://eef.org.uk/literacy-ks3-ks4/)

Breadmore, H.L., Verdy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019). *Literacy Development: Evidence Review*. Education Endowment Foundation: London. Available online: [educationendowmentfoundation.org.uk/public/files/Literacy\\_Development\\_Evidence\\_Review.pdf](https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf)

# 7 Top Tips to Support Key Stage 2 Children Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures—these tips are aimed at supporting children in Key Stage 2.

**1 Concentrate on reading quality (it isn't all about reading lots!)**



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Why not set your child a reading challenge: How many different things can you read in a day?

**2 Ask your child lots of questions**



All reading matters. Shared reading is about 'reading with', not just 'reading to'. Why not take turns to read a page each of a longer novel? So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

**3 Ask your child to make predictions about what they have read**



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the fox on the front cover? Why do you think he's so sad?'

**4 Ask your child to summarise what they have read**



When you've finished reading, talk about what happened. Think about how the characters behaved and interesting things that happened in the plot. You could encourage your child to keep a **reading diary**, describing the big idea of each chapter.

**5 Ask your child to write about what they have read**



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper (or chalk on a path) and draw around your child. Ask them to fill the outline with lots of information about the main character.

**6 Read and discuss reading with friends or family**



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'you could use your slimepower to help me cook tea tonight.'

**7 Maintain the motivation to read**



Talk about the joy of reading whenever you can. Give your child choices about what they read, being in control is great motivation! Encourage them to recommend books to family and friends. For example, 'you should read this book, Grandad, because you love funny stories.'

Follow the TRUST steps



Follow the TRUST steps and keep your child talking about reading

Education Endowment Foundation (2018). *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation: London. Available online: [eef.org.uk/literacy-early-years](https://eef.org.uk/literacy-early-years)

Education Endowment Foundation (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation: London. Available online: [eef.org.uk/literacy-ks3-ks4](https://eef.org.uk/literacy-ks3-ks4)

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019). *Literacy Development: Evidence Review*. Education Endowment Foundation: London. Available online: [educationendowmentfoundation.org.uk/public/files/Literacy\\_Development\\_Evidence\\_Review.pdf](https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf)

