



St John's Primary School Homework Policy

St John's Philosophy

At St John's we believe in every child having a bright future.

We achieve this through:

- living by our values (kindness, responsibility, respect, honesty, courage and determination)
- fostering a connection with nature
- promoting healthy lifestyles
- developing language and vocabulary

Key principles for homework

Educational research tells us that homework has little impact for primary age pupils, unless it requires children to rehearse and practise (applicable to reading, times tables, number bonds). Cognitive science tells us that learning and understanding are deepened through repetition and practice. Key skills such as learning times tables for maths, learning phoneme grapheme correspondence (phonics) and the practice of spelling patterns can be practised at home. We believe that reading should be part of a child's daily routine as this is something which requires a lot of practice.

Introduction

This guidance is to enable and support learning at home. We value all of the enthusiastic and supportive guidance parents give to their children at home and we want to assist with this to ensure all children meet their potential.

Aims

- To ensure set work is consistent across the school and in line with age related expectations
- To help children take ownership of their own learning.
- To develop children's excitement and passion for their learning.
- To aid parents in supporting their children at home and have an understanding of how it fits in with classroom learning.

Fundamental principles

The fundamental principles which underpin the home learning policy are:

- A firm understanding that learning continues beyond the school.
- That opportunities to repeat, explain and analyse knowledge helps it to 'stick'.
- Reading regularly should be part of a child's routine.
- Basic maths skills, such as multiplication tables and number facts should be regularly practised.
- Spelling patterns and key words should be regularly practised, preferably in the context of sentences (when they are ready to do this).
- Children should take responsibility for their learning from an early age. Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.

Basic routines

It should be noted that homework can be set with many different expectations and outcomes. It is important to remember that when setting homework there are a number of points to consider:

- The nature and type of homework changes throughout a pupil's school career
- 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 should be set regularly from the Early Years Foundation Stage to Year 6

Reading

Pupils are encouraged to read regularly (5 times a week). The frequency that books are taken home from school varies with age and ability. For some children, they may need to keep a book for a longer period so they are able to rehearse, practise and overlearn words. All children have the option of taking two books home: a book that helps them practice their reading skills and a library book. Library books are not chosen to match pupil needs but are books your child has chosen for you, their parents to read with them.

- All reading practice books should be brought in daily
- Reading diaries should be brought in daily so these can be checked in class once a week. These will be signed by the child's class teacher/teaching assistant

Reading Diaries

- Every child from Reception to Year 6 will have a reading diary which should be filled in each time a child reads. This will enable us to see how much reading is being done at home. Each entry will need the date, the book being read, how much was read and any comments about how they got on
- Children in Reception, Year 1 and Year 2 should be heard by an adult when they are reading and an adult should sign their reading record.
- Confident readers in Key Stage 2 may read alone or to an adult and sign their own reading journals. They should complete the list of 'books I have read' at the front of their diaries.

Maths

In Year R to Year 6 children will have access to various online learning platforms to support learning in number bonds and times tables. From Year 1 to Year 6 White Rose Maths Practice Journals are given to every child and a task set from them every week.

Number Bonds

As the children begin their infant school years, they will learn their number bonds. Number bonds are simply the pairs of numbers that make up a given number. Number bonds are a very important foundation for understanding how numbers work. Number bonds create fluency for composing and decomposing numbers for addition and subtraction. When children are secure in their number bonds they will move on to multiplication and division facts.

Multiplication Tables

'Times Table Rockstars' is an online platform to practise their multiplication bonds. Teachers will set appropriately challenging times tables questions according to National Curriculum expectations and individual's ability. Teachers will periodically check the online platform to identify children who use the programme particularly well and those who access it less frequently. For those not quite ready to access 'Times Table Rockstars', alternative online learning platforms will be recommended to parents.

It is the National Curriculum expectation that all children will know a range of multiplication tables and facts (at least up to 12x12) by the end of Year 4. To support this, children will have regular classroom sessions for them to practice multiplication and division facts. The practise children do at home is in

preparation for a timed test in class. Building on this, teachers in upper key stage 2 will use a range of resources to ensure that children are building on their secure knowledge of times tables and in particular challenging them with inverse calculations.

Phonics and Spellings

Phonics activities and investigating spelling patterns with example words that follow these patterns may be sent home weekly. It is proven that the most successful way to learn spellings of more complex words is to use them in the correct context (both orally and written) to help children remember how to use them. **It's not effective to simply get the children to repeatedly copy out the words just to prepare for a test.** Children should practise their phonics/spellings in different ways (teachers would be happy to offer ideas) until they are ready to put them into sentences. 'Spellings' will initially focus on the reading and writing of year group word lists as recommended in the National Curriculum.

Holiday homework

We will not set homework over school holidays. Children should continue to independently read and log this in their Reading Diary. Spelling exercises, Times Table Rockstars and other online resources will continue to be accessible.

The only exception to this is Year 6 who may have revision based tasks over holidays.

Marking

White Rose Maths practice books will be marked together in class. Reading diaries will be regularly checked.

Homework that is not being completed

Parents are encouraged to tell the class teacher if a child is unable or unwilling to complete homework tasks, as they might be able to offer you further support on how to do it.

Children struggling to complete homework at home, may find the 'Zen Club' offered in the library during lunchtimes a useful place to complete learning tasks.

Teachers will discuss any concerns about homework tasks initially with children and then parents in order to find out the reasons behind incomplete tasks. Overall the responsibility for ensuring children are doing their homework rests with parents but teachers will offer support if needed.

	Reading	Maths	Spelling
Reception	Practice of phonics; sounds as flashcards Listening to books read by an adult/ reading to an adult daily.	1 Minute Maths App recommended	
Year 1	10 minutes daily to an adult	1 Minute Maths App/ learning number bonds as directed 3x a week	Practise words of the week

Year 2	10 minutes daily to an adult	1 Minute Maths App/ learning number bonds as directed 3x a week Later in year may be directed to use TTRS/ multiplication facts	Practise words of the week
Year 3	15 minutes daily to an adult	TTRS/ learn number facts as directed 3x a week 1 page from White Rose Maths book	Practise words of the week
Year 4	15 minutes daily to an adult or if reading is fluent, independently	TTRS/ learn number facts as directed 3x a week 1 page from White Rose Maths book	Practise words of the week
Year 5	15 minutes daily to an adult or if reading is fluent, independently	1-2 pages from White Rose Maths book	Practise words of the week
Year 6	15 minutes daily to an adult or if reading is fluent, independently	1-2 pages from White Rose Maths book	Practise words of the week
	Parents to sign Contact Book to show completion. KS2 children may sign their own contact books.	Parents to sign Contact Book to show completion Year 5 and 6 to bring work to school for shared marking	Parents to sign Contact Book to show completion

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