



Millhouse Primary School Homework Policy



We believe that an organised homework programme helps children acquire the skills and self-motivation that will help them become life-long, independent learners.

We acknowledge the important role homework plays in developing home/school links, giving parents / carers an insight into the curriculum and promoting family learning. We will endeavour, via homework, to provide opportunities for parents / carers to support their child at home.

It is intended that this policy will provide clear guidance for the setting of homework.

Research suggests that homework makes the greatest contribution to learning when:

- Tasks are planned and structured to support learning.
- There is consistent practice across the school in setting, managing and marking homework as appropriate.
- There is a regular programme, so that everyone knows what to expect.
- Pupils are clear about what they need to do.
- Parents and carers are partners in their children's learning.
- There are high expectations of pupils in terms of completing homework.
- Pupils receive prompt and clear feedback on their work.
- The policy is monitored and evaluated.

Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development
- to help pupils develop the skills of an independent learner
- to promote a partnership between home and school in supporting each child's learning
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons
- to help children develop good work habits for the future

Homework Expectations at Millhouse Primary

Weekly homework expectations will focus on the practice of literacy and numeracy skills and take the following form:

Class 1 and 2:

Reading: minimum expectation of 3 reads a week (reading daily is most beneficial).

Phonics – Reinforcement task of sounds practised that week

Y2 – high frequency spelling task for practice where necessary

White Rose App/ TT Rockstars

Class 3:

Reading: minimum expectation of 3 reads a week (reading daily is most beneficial). Each read should be for a minimum period of 10 minutes in order to develop age-related fluency and stamina.

TT Rockstars – 15 minutes minimum weekly expectation (paper based alternative is available on request).

Spelling frame – Completion of a minimum of 3 tests per week (pupils complete practice aspects alongside this). A paper based alternative is available on request – this should be returned to school as evidence.

Class 4:

Reading: minimum expectation of 3 reads a week (reading daily is most beneficial). Each read should be for a minimum period of 15 minutes in order to develop age-related fluency and stamina.

TT Rockstars – 15 minutes minimum weekly expectation (paper based alternative is available on request).

Spelling frame – Completion of a minimum of 3 tests per week (pupils complete practice aspects alongside this). A paper based alternative is available on request – this should be returned to school as evidence.

Class 5:

Reading: minimum expectation of 3 reads a week (reading daily is most beneficial). Each read should be for a minimum period of 20 minutes in order to develop age-related fluency and stamina.

TT Rockstars – 15 minutes minimum weekly expectation (paper based alternative is available on request).

Spelling frame – Completion of a minimum of 3 tests per week (pupils complete practice aspects alongside this). A paper based alternative is available on request – this should be returned to school as evidence.

One maths or English task (from CGP books) weekly. This aims to consolidate learning and prepare pupils for increased homework demands at secondary school.

Reading – all children will be provided with a reading book at their level and home-school reading record. Reading expectations for each class are detailed above. We request that parents listen to their child read and sign the reading record, detailing book read, number of pages, length of time read (at KS2) and any other comments which they feel would be useful to the teacher. Older, confident children may read to themselves and discuss the book with parents / carers. We ask that parent/ carers sign to acknowledge that reading has taken place.

EYFS Reading: Children will initially start with a picture book to share with a parent/carer. Once they are blending c v c (consonant vowel consonant) sounds into words, they will be provided with a reading book. Reading books are matched to phonics learning.

Spellings – At KS2 spelling homework prepares children for weekly in-class spelling tests. Teachers will ensure that the words given and number of spellings provided match the pupil's ability.

Project Homework

At times project homework might be set to support and enrich the topic the children are studying. Pupils will be allowed longer to complete these tasks and the teacher will make clear the expectations of such work. At Key Stage 2 (Y3-5), a project homework task will be set in the spring term. Year 6 pupils will be set a project task in the summer term, after they have completed the end of KS2 assessments (SATS).

Responsibility of the Class teacher

The class teacher will set the homework to be completed in line with this policy. The class teacher will do his/her best to ensure that the work is manageable for the pupils, parents / carers and the class teacher. The class teacher is responsible for ensuring that pupils and parents / carers have a clear understanding of the homework tasks.

Marking and Assessment

Marking and assessment should be constructive and:

- help pupils to learn
- help the teacher to monitor pupil progress
- provide constructive feed-back
- inform planning for subsequent work
- be based on evidence of what pupils know, understand and do.

Assessment will relate to the year group expectations contained in the National Curriculum.

Marking of homework will be consistent with the school's agreed marking policy.

Assessment and any recording of homework and the particular aspect of the curriculum it relates to, will be consistent with the school's Assessment and Recording Policy and will involve both teacher and pupil.

Reporting on the effectiveness of homework will be done, as appropriate, through: parents evenings, end of year written reports, parent survey/voice.

Rewards and sanctions

Children will be rewarded for consistent reading, achieving in spellings and mental maths, and completing tasks using the school reward systems e.g team points/ superstar stickers/ certificates/ raffle tickets. Text messages will be sent to parents/ carers of pupils who have not met the school's homework expectations that week. For children who consistently fail to read at home, produce acceptable levels in their spellings and mental maths or complete set tasks, parents will be contacted.

Older children will be expected to take full responsibility for their homework as part of their preparation for secondary education. If homework is not produced to an acceptable standard then time within break and lunchtimes will be set aside as homework time.

Pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

The role of parents / carers

Parents / carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents / carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents / carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. If parents / carers have any problems or questions about homework, they should in the first instance contact the child's class teacher.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. In school monitoring is done by subject leaders and the Senior Leadership Team.

This policy will be reviewed every two years.