



Homework Policy

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Introduction

At Castle Primary School we believe that a strong home school partnership supports our children in being the best learners they can be; we recognise that children benefit greatly from the mutual support of their families and their teachers. Home learning can be beneficial to your child's development in a range of ways such as enhancing learning through encouraging children to be organised and independent learners. The home learning tasks we set, seek to develop our children's self-motivation and self-confidence whilst embedding core skills that will support them throughout their academic journey. Most recent research shows that parental involvement, and particularly talking about home learning, is vital to maximise children's progress. We recognise that time spent at home is valued family time and we understand the importance of having time together to take part in shared experiences that extend beyond academic achievements. This policy is intended to promote manageable home learning opportunities that complement the experiences you take part in together as a family.

Aims

Through this policy we aim to:

- Ensure the consistency of our approach across the school.
- Improve and extend the quality of learning experiences offered to our children.
- Provide opportunities for parents, pupils and staff to work together in partnership.
- Encourage progression towards independence and individual responsibility.
- Consider the needs of the individuals in our school.
- Ensure parents/guardians to have a clear understanding of the expectations of pupils.
- Provide opportunities for parents and pupils to work collaboratively to enjoy learning.

Homework will be used to:

- Provide opportunities for parents and children to share and enjoy learning.
- To consolidate and reinforce basic skills for example, spelling and number facts.
- To reinforce what has been taught in class.
- To promote a curiosity for learning beyond the classroom.
- To encourage parental involvement and support parents in understanding the aims of our school.
- Give children the opportunity to use out of school resources (e.g. books and IT sources).
- Develop good learning habits and the confidence and self-discipline that children need to study independently.
- Prepare children adequately for life beyond year 6, at secondary school.

Homework should;

- Be appropriate.
- Be regularly set so as to establish a routine.
- Promote and or consolidate learning.

- Match individual needs accurately.
- Support sharply focused, timely support and intervention.

The following is an outline of homework set across the school. It is not a definitive list as circumstances change and staff may want to take advantage of opportunities that present themselves during the school year. It is very much a brief outline and should be viewed as guidance. Children will be set differentiated homework and expectations of time spent may vary according to desired outcomes.

Please also bear in mind that children are engaged in; practising sports, learning lines for a school production, practising a musical instrument and pursuing other interests through the many outside clubs and activities that children and their families get involved in.

Reading and Phonics

We expect all children to read as often as possible at home. We also promote the sharing of stories and giving children the opportunity to hear others read to them. In EYFS and KS1 we encourage children to read their phonics book as these are the books that support with the children's developing phonic knowledge. These books are given to them weekly and will be in their book bags, this will be the book that children have been reading with their teacher at school. The children will also be sent home with 'tricky words' on cards which can be used by parents to reinforce these through games such as bingo. In EYFS and KS1 we will also send children home with a 'reading for pleasure book' to share with parents and adults at home. Once children have completed the phonics scheme, children will access books from our colour banded library, before progressing on to independently accessing books from our school library.

Times Tables

From year 3 onwards, we expect the children to be practicing their times tables three times a week for 10 minutes. This will support them to develop fluency, as well as recall in preparation for the multiplication tables check in year 4. Developing fluency will then further support the children as they progress through the Maths curriculum in key stage 2. We encourage the children to 'turn their score card green' through the online learning platform TT Rock stars.

Year R				
Subject	Activity	Duration	Day set	Due in
Reading	Daily reading of reading phonics book	10 minutes each day for 5 days	Daily	
Phonics	Daily recap of current phonic words	10 minutes each day for 5 days	Daily	
Periodic homework set via Tapestry				

Year 1 <i>Weekly homework should take between 20-30 minutes to complete</i>				
Subject	Activity	Duration	Day set	Due in

Reading	Daily reading of reading phonics	10 minutes each day for 5 days	Daily	
Spelling/Phonics	Daily recap of current phonics words	10 minutes each day for 3 days	Daily	
Periodic homework linked to topic				

Year 2

Weekly homework should take between 20-20 minutes to complete

Subject	Activity	Duration	Day set	Due in
Reading	Daily reading of reading phonics/reading books to develop reading fluency	15 minutes each day for 5 days	Daily	
Phonics	Daily recap of current phonics/ spelling words	10 minutes each day for 5 days	Daily	
Periodic homework set via SeaSaw				

Year 3

Weekly homework should take 1 hour to complete

Subject	Activity	Duration	Day Set	Due in
Reading	Daily reading of reading book to develop comprehension and prosody.	10 minutes each day for 5 days	Daily	Daily
Spellings	Daily recap of current spelling words	10 minutes each day for 5 days	Friday	Following Thursday
Times tables	Recap of current multiplication tables via TT rock Stars	10 minutes per week for 3 days	Friday	Following Thursday
English/Maths/Topic	An activity linked to current or future learning within English, Maths or Topic	30 minutes	Friday	Following Wednesday

Year 4 <i>Weekly homework should take 1 hour to complete</i>				
Subject	Activity	Duration	Day Set	Due in
English, Maths or topic	An activity linked to current or future learning within English and Maths	30 minutes weekly	Friday	Wednesday
Reading	Daily reading of reading book to develop comprehension and prosody.	10 minutes each day for 5 days	Daily	
Spellings	Daily recap of current spelling words	10 minutes each day for 5 days	Friday	Following Friday
Times tables	Recap of current multiplication tables via TT rock Stars	10 minutes each day for 5 days	Daily	

Year 5 <i>Weekly homework should take 1 hour and 30 minutes to complete</i>				
Subject	Activity	Duration	Day Set	Due in
Maths	An activity linked to current or future learning within Maths	Complete 10-15 minutes of games on 3 different days during the week.	Friday	Following Friday
Reading	Daily reading of reading book to develop comprehension, prosody and inference.	10 minutes each day for 5 days	Daily	
Spellings	Daily recap of current spelling words. These will be set via Spelling shed.	Minimum of 3 games on 3 different days during the week	Friday	Following Friday
Times tables	Recap of current multiplication tables via TT rock Stars	Challenges set between the two classes		

Year 6 <i>Weekly homework should take 1 hour and 50 to 2 hours minutes to complete</i>				
Subject	Activity	Duration	Day Set	Due in
English and Maths	Comprehension activity , SPaG and	30 minutes weekly	Friday	Following Friday

	maths activity linked to current or future learning within these subjects			
Reading	Daily reading of reading books to develop comprehension, prosody and inference	20 minutes each day	Daily	
Spellings	Daily recap of current spelling words	5 to 10 minute each day for 3 days	Friday	Following Friday
Times Tables	Recap of current multiplication tables via TTRS	5 to 10 minutes each day for 3 days	Friday	Following Friday

Marking

Some homework will be learning facts; such as spellings, phonic rules and times tables. This learning will be marked and assessed in the form of a test.

Some homework will be set as a long-term challenge and this will be celebrated by being displayed within a classroom or corridor display. Exceptional effort and achievement will be rewarded with House Points.

Some homework will be targeted specifically at a skill or area of the curriculum. This will be marked by the teacher.

Some homework may be suitable for marking by the child with guidance from the teacher.

Special Educational Needs

We recognise that all of our children are different and access learning in different ways. We will ensure that the work we set your child is accessible for your child, and where appropriate, may provide differentiated tasks to meet their needs. If your child requires a paper copy of the home learning, please speak to your child's class teacher.

Frequently Asked questions

My child finds the tasks too easy, will the school provide more?

Our home learning tasks will link to key skills that have already been taught within the classroom or are going to be taught the following week. Therefore, your child may already show some understanding of the task, but we would encourage you, and them, to continue practising the skill in a range of contexts. Teachers will advise where there is an extension to the home learning task. In some cases, differentiated tasks may be appropriate – your child's class teacher will advise if this is the case.

How will the school support parents if their child does not have access to a device?

We recognise that not every child has access to their own device and we understand the challenges of shared devices and varied internet connections. Home learning will, generally, be set on a Friday, with a deadline of the following Thursday to

complete. We hope that within this time, children may be able to have some access to existing devices at home. If this is not possible, we can also provide paper copies if needed.

What if my child cannot complete the tasks in the time given above?

We would encourage parents to communicate any issues back with the class teacher as soon as possible. This can be done through the main school office. We recognise all children are different and will look for ways we can support your child if this is the case.

My child can already read fluently and with expression, why do I still need to listen to them read out loud?

Once a child is able to read a book fluently and with clear expression and intonation it is then important that the child develops an understanding of the texts they are reading as well as developing the deeper skill such as inference. Your child's class teacher will be able to help and signpost other ways to support your child to develop these skills further.

My child keeps telling me that no work has been set. How can I check this?

All access codes required for any online learning platform that we currently use have been emailed to parents. (Please contact the office if you require another code). We encourage parents of KS2 pupils to monitor the children's homework each week. When you log in to the platform, it will be clear where new work has been set. On weeks where no homework has been set, this will be communicated with parents through an email or text message via the school office.

Will the work be marked if it is sent in late?

Work will be set on the date stated in the above tables. It will be marked/acknowledged within 4 school days. Work submitted after this time will be acknowledged but this may not be until the following after.

How will the school help parents to know when their work is set and needs to be completed?

The above tables show when work will be set. All homework will be set on the day stated in the above tables. If this changes for a particular task, it will be detailed on the task when the work is set.

How will the school support pupils who do not complete any home learning?

In the first instance, we will always seek to work with families where children are finding it hard to complete home learning. This may be due to lack of access to devices or that the child is finding it hard to access the tasks. The class teacher will work with the family to resolve this. In KS2 if this continues, children may be invited to join their class teacher during lunchtime to complete their home learning tasks in school.

Our circumstances have changed and we are finding it hard to complete the tasks with our children. How can the school support our family?

Please stay in touch and keep the class teacher informed of any difficulties you are experiencing at home. We will endeavour to support your child with completing their home learning at home.

I am not happy with the tasks and would like to speak to someone. How can I do this?

In the first instance, please contact your child's class teacher to resolve any concerns regarding the tasks set. This can be done through the usual channels at the main office. Following this, if you feel the issue has not been resolved, you can contact the Phase leader or SLT through the main office.

Will the school expect pupils to complete tasks over the school holidays?

No. We feel that children will benefit from time spent outside and with their friends and families during the school holidays. We know that learning can take many forms and children will continue to learn and develop through the activities they take part in during the holidays. Please continue reading with your child and if your child would like to complete any tasks, we suggest referring back to previous tasks and further embedding these key skills.

Will tasks be set during the first and last week of the school year?

Work will not be set during the first and last week of the school year. We will support the children in the first week of term as they settle back into routines.

My child cannot log in. Who do we speak to?

Please email the office using adminoffice@castle.hants.sch.uk with the subject "online learning Code". The office will then pass this information to your child's class teacher who will get in touch with some new log in information or advice on how to log in.

My child keeps coming home with the same reading book or books that are not the right level. How can the school support with this?

While your child is working their way through our Phonics book system, it is important that they read the colour level they have been given by a member of staff. This book is closely matched to their developing phonic knowledge and will have been given to your child following ongoing phonics and reading assessments. If you feel your child is ready to move on to a new level, please contact the class teacher. Please note, this does not mean your child will be automatically moved up a level, as there are many things we assess before making this decision. In KS1 we encourage children to change their 'sharing' books independently, which takes time to embed. Children may forget to change their books or bring home the wrong band. Please encourage your children when you drop them off to change their book if needed, or let the class teacher know that a new book is required.

Will parents always receive feedback on the home learning their child has completed?

We believe that the feedback is for the child and therefore feedback will always be given to the child. This may be given through oral comments in the classroom, addressed through the following week's homework task, or given as a written comment.