

Rhydypenau Primary School

"Aiming High"



Homework Policy

DEVELOPMENT, MONITORING & REVIEW OF THIS POLICY

This policy will be reviewed annually by the SLT. Any alterations that come from this review will be discussed and ratified by the teaching staff and appropriate governing body sub-committee.

SCHEDULE FOR DEVELOPMENT, MONITORING & REVIEW

This policy was agreed by teachers:	January 2018
This policy was agreed and adopted by the Governing Body:	February 2011
The implementation of this policy will be reviewed by:	The Head Teacher
This policy will be reviewed:	Annually
This policy was last reviewed:	Autumn Term 2025
This policy is due to be reviewed:	Autumn Term 2026
Chair of Governors' Signature:	
Headteacher's Signature:	

RATIONALE

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a variety of activities instigated by teachers and families to support children's learning. Homework is a very important part of a child's education and can add much to a child's development. Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. A good, well-managed homework programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Homework also supports the development of independent learning skills, and provides parents with an opportunity to take part in their children's education.

AIMS

- To develop a dialogue between home and school by actively involving parents and carers and enabling them to support their child's learning
- To reinforce and consolidate skills learnt in class
- To extend school learning by providing the opportunities for children to explore aspects of their learning in detail
- To encourage the development of independent learning, confidence, motivation and good study skills
- To help prepare children and develop their organisational skills for the next stage in their education

OBJECTIVES

The purpose of this policy is to:

- Ensure that parents and carers have a clear understanding about expectations of themselves and their children
- Provide opportunities for parents and carers, children and the school to work in partnership
- Provide opportunities for parents and carers and children to enjoy learning together
- Ensure consistency of approach throughout the school
- Ensure the needs of individual children are taken into account

EQUAL OPPORTUNITIES

We recognise that all parents and carers do not have equal access to materials and resources to support their child's learning at home. We will ensure that any activities sent home are fully supported by the necessary resources. Additional activities may be provided to support children where needed and in line with their ability. The class teacher/teaching assistant will meet with parents and carers to agree appropriate support activities and to ensure that parents and carers are confident as to the manner in which they can support their child effectively. We will endeavour to ensure that families who speak English as an additional language are able to effectively support their child at home. Homework set is differentiated and expectations of children are based on teachers' knowledge of children's abilities.

RIGHTS RESPECTING APPROACHES

At Rhydypenau Primary School, we are committed to fostering an environment that values and upholds the rights of every child. We are proud to introduce a rights-respecting approach into our policies, recognising the inherent dignity and worth of each learner. Rhydypenau Primary School aims to align our practices with the principles of the United Nations Convention on the Rights of the Child (UNCRC) to nurture their strong sense of belonging, and instil a deep understanding of the rights and responsibilities to all stakeholders.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

IMPLEMENTATION

How Homework is used

Homework is a tool to reinforce what has been learnt in class. It is used to support children's class work in different ways (i.e. spellings for a test, number facts, research and projects linked to learning in school). Children will be praised and rewarded for returning homework regularly and for a high standard of work. The majority of homework will be set through Reading Eggs and Google Classroom for Y2-6. Additional homework may then be set in relation to Numeracy and context work.

Staff

- Homework tasks need to be carefully planned and structured to support progression.
- Staff follow the year group requirements for the setting of homework and the content agreed.
- Homework is set by teachers and all children are expected to complete the work which has been given.
- It is important to remember that not all of the homework has to be written work. Children could be asked to discuss things with parents, research a question or watch part of a television programme for example.
- A curriculum grid that includes an overview of homework will be sent out.

We provide pupils with book bags.

Parents and Carers

Parents and carers play a vital role in the homework process. Some of the ways they can help are:

- Provide a suitable and quiet place where children can complete their homework
- Reminding, supporting and supervising children as they complete their homework
- Encourage and support their children and praising them when they have completed their homework
- Listening to the child and discussing the task together
- Extending activities where appropriate
- Reading to their child and hearing them read

Children

- Ensure that you complete your homework which has been set by your class teacher.
- Make sure you return your homework on the day asked for by your class teacher and earn a reward!
- Involve and talk to your parents and family about what you are doing

It is involvement in joint activities which is so valuable in encouraging and promoting learning for every child.

We expect that homework tasks are completed and returned to school at the time expected. We do recognise that circumstances occasionally make this difficult. Parents or carers should always communicate with the school in such circumstances to make the teacher aware of the situation.

Home School Reading

Children are expected to take part in daily reading at home with an adult. Each child will bring home a 'colour banded' book or a book of their choice to read and share at home. It is important to remember that instructional teaching of reading takes place in school and is tracked carefully. The books that children bring home improve their fluency and comprehension skills.

Nursery

Children share books every day. Talking about pictures and about stories and learning how books work are an essential part of learning to read. Children in the Nursery bring home a book, every Friday, from the nursery library. Parents and carers are expected to share these with their children.

Reception

Oracy: Parents / carers at home are encouraged to discuss context topics with their children.

Reading: Children and parents have access to 'Reading Eggs' where they are able to use 'Fast Phonics' to support early reading skills. This includes activities aimed at developing children's letters sound knowledge. When they are ready to read children will have a levelled reading book to go home weekly where colour banded books are provided in line with the child's ability. Children will also take home a 'library book'. This is free choice and can be any ability. The children will also be given high frequency words – a few at a time – to learn.

Year 1

Oracy: Parents / carers at home are encouraged to discuss context topics with their children.

Reading: Children have weekly access to Reading Eggs both in class and at home where books are provided in line with the child's ability. A library book is to go home once per week for the children to share with parents. This is free choice and can be any ability. A levelled reading book is to go home once per week for the children to read to a parent / carer at home.

Spelling: Children can access Reading Eggs to embed sounds taught in school. Keywords will be sent home for children to learn when appropriate.

Maths: Access to White Rose 1 minute maths to support number skills.

Year 2

Oracy: Parents / carers at home are encouraged to discuss context topics with their children.

Reading: Children have weekly access to Reading Eggs both in class and at home where books are provided in line with the child's ability. Children will have a levelled reading book to go home weekly where colour banded books are provided in line with the child's ability. Children will also take home a 'library book'. This is free choice and can be any ability.

Spelling: Spellings are given weekly and differentiated for groups of children via the Google Classroom. A test / activity will be carried out with the children once each week to check their spellings.

Maths: Children are given weekly Mental Maths number facts via the Google Classroom and are tested weekly. They also have access to 1 Minute Maths to support number skills.

Year 3

Reading: Home Reading books are colour banded but chosen by children. These can be changed weekly. Children will have access to Reading Eggs at home which will provide reading support at the appropriate level.

Spellings: Words are set weekly, these are differentiated according to the children's ability. A test and activity will be carried out with the children once each week to check their spellings. Spelling words will be posted on Google Classroom.

Maths: Children are regularly given mental maths including times tables and are tested weekly. Children on Rapid Maths have homework in line with the intervention.

Context: Children may be given appropriate context based homework to support/reinforce their learning. This can be in the form of research, note taking, planning and presenting information. Homework tasks will be posted on Google Classroom or SeeSaw.

Year 4

Reading. Children have access to Reading Eggs at home which will provide reading support at the appropriate level. Home Reading - where appropriate colour banded books are chosen by children and changed weekly.

Spellings: Words are set and sent weekly, differentiated according to the children's ability. A test /activity will be carried out with the children once each week to check their spellings. The spellings are posted on Google classrooms or a paper copy is given where appropriate.

Maths: Additional sheets are sent home if extra reinforcement is required. Mental maths activities are posted on Google classrooms when appropriate.

Context: Children may be given appropriate context based homework to support/reinforce their learning. This can be in the form of research, note taking, planning and presenting information. Homework tasks will be posted on Google Classroom with a reminder for parents via Seesaw.

Year 5

Children are given homework in a variety of different forms in Year 5.

Reading: Appropriate books and reading activities are allocated for the children to complete in Reading Eggs. In addition children may be given comprehension activities which will be posted on Google Classroom for them to complete at home.

Spellings: Words are set and shared regularly on Google Classroom. The spelling lists are differentiated to match the child's ability. A test / activity will be carried out with the children once each week to check their spellings and progress.

Maths: Fortnightly activities are set on Google Classroom which will consolidate the learning taking place in the classroom. Some pupils may be set additional tasks to support and deepen their understanding of certain concepts.

Context: Children may be given appropriate context based homework to support/reinforce their learning. This can be in the form of research, note taking, planning and presenting information.

Year 6

Children are given homework in a variety of different forms in year 6.

Reading: Appropriate books are allocated for the children to read in Reading Eggs. Comprehension tasks are also allocated to give learners the opportunities to respond to questions based on the text. In addition, comprehension activities are posted fortnightly on Google Classrooms and learners are encouraged to complete these in the allotted time. Children are also encouraged to take books home to read from the class library.

Spellings: Words are set and sent regularly on Google Classrooms using resources from Reading Eggs. Activities are differentiated according to the learner's ability and reinforce activities taught in school. A test/activity will be carried out with the learners each week to check their spellings. In addition, learners add misspelt words from their books to an individual spelling list to learn at their own convenience. Learners who require additional support in spelling are also assigned Reading Eggs activities to complete at home.

Maths: Numeracy based games and activities are readily available on Google Classrooms. Differentiated activities are also set on Google Classrooms to reinforce numeracy concepts that have been taught in class. Additional tasks are also assigned to learners who may need additional support in deepening their understanding of the concepts that are covered.

Context: On occasions, children may be given appropriate context based homework to support/reinforce their learning. This can be in the form of research, note taking, planning and presenting information.

In year 6, children are encouraged to become independent learners and carry out their own learning. The curriculum grids that are sent home every term will inform you of the contexts that we are studying and can be used to support your child in their learning.