



## Homework Policy & Procedures from April 2018

This school believes that the setting of relevant, well-planned homework is extremely worthwhile.

*The **key skills and attitudes** that we wish to develop through our homework provision:*

- Understanding of the importance of **practice** and **hard-work**
- Joy in the **mastery** of new concepts/skills/knowledge
- **Independence** and **self-organisation**
- **Perseverance** and **tenacity**

*The **key purposes** for homework at this school:*

- To act as a **pre-assessment** tool to support teacher planning
- To **consolidate, apply** and **master** key knowledge and skills
- To **extend** and **broaden** understanding
- To **deepen** thinking and provide opportunities for **amazement and awe**
- To **revise** and **refresh** before key assessments
- To ensure key work is **completed** in a timely manner

### **Key principles**

- All homework set will have a **clear purpose**, be relevant to current learning in class and be matched to the current level of competence of each learner.
- The vast majority of homework set will follow a **regular, clearly communicated schedule**. 'Next-day' homework is acceptable but must remain an exception and not be the norm.
- Homework will be **monitored, reviewed and celebrated**. School reports and parent meetings will include feedback on the completion of homework.
- It is expected that **all children will complete all homework set to a high standard**. Rewards will be given to celebrate this, and normal school sanctions applied to children who do not comply.
- **Technology will be utilised** to support homework completion and the communication of homework. Where children do not have sufficient access to technology to support this, the class teacher will ensure additional flexible access to class technology is provided
- Children who communicate that they wish to further extend their learning will be **supported by school** to do this, through the provision of additional resources or by signposting.

**Guide to expectation/amounts for each phase of school**

Homework has two main strands:

<p align="center"><b>Strand 1</b></p>	<p align="center"><b>Strand 2</b></p>
<p align="center"><b>Half-termly project-based homework – children choose tasks from a selection of suggested tasks. Examples are shown below:</b></p>	<p align="center"><b>Regular, weekly homework activities: Details of these are shown below:</b></p>
<p><b>EYFS &amp; Key Stage 1</b></p> <div style="border: 1px solid black; padding: 10px;"> <p align="center"><b>Y1 Homework</b></p> <p align="center"><b>ROBOTS</b></p> <p>These homework tasks are designed to be fun, inspiring and child directed. You must complete 2 tasks from the selection on the sheet. There is even a blank space if you want to add your own.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p align="center"><b>Summer Term 2</b></p> <p>Hand in by: 6/7/17</p> <p>Celebration day: 12/7/17</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p align="center"><b>Magical Maths</b></p> <p>Draw round your foot so you have a nice clear outline. (Take your shoe off first!) Cover your foot with 1p coins side by side – you can use one coin and keep drawing round it. Make sure your foot is completely covered! Count up how many 1p coins you have drawn around to find out how much is your foot worth.</p> <p>Suppose you try 2p coins! How much is your foot worth now? Or 5p coins...?</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p align="center"><b>Inspiring Inventors</b></p> <p>Collect boxes and bits and bobs to construct a <b>pet robot</b>. Give your pet robot a name. Write a few sentences to tell Miss McKenna all about it.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p align="center"><b>Wonderful Writers</b></p> <p>Become an author and write a story about a robot. What is your robot called? What adventure does he/she go on? How does your story end?</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p align="center"><b>Sixth Sense</b></p> <p>We have five senses. Imagine that you have a sixth super sense. What would you have and why? Draw a diagram to show your sense and label it.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p align="center"><b>Music Madness</b></p> <p>Write a robot rap, add actions and perform it. Can you record or perform it to the class?</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: 45%; margin-left: auto;"> <p align="center"><b>Your Task</b></p> </div> </div>	<p><b>EYFS</b></p> <p><b>Reading</b> – a current book or books - five signed reads expected for ALL pupils. In addition, at the beginning of each half term the following are given:</p> <ul style="list-style-type: none"> <li>• ‘Please learn’ sheets for phonemes, key words and target maths areas for each pupil</li> </ul> <p><b>Key Stage 1</b></p> <p><b>All homework to be sent home on a Thursday, for return the following Thursday.</b></p> <ol style="list-style-type: none"> <li>1. Reading – a current book (or books) – five signed reads expected for ALL infants per week.</li> <li>2. Maths             <ol style="list-style-type: none"> <li>a. Year 1 – A maths focus to be given for each half term (i.e number bonds/doubling).</li> <li>b. Year 2 – A weekly Maths task to complete.</li> </ol> </li> <li>3. English             <ol style="list-style-type: none"> <li>a. Year 1 – A weekly ‘Teach your Monster to Read’ online session, signed off within the Reading Record book by parents.</li> <li>b. Year 2 – One English or topic-linked task to complete each week.</li> </ol> </li> <li>4. Spellings for the week, to be learnt for a test</li> <li>5. In addition, on a Monday Year 2 will be given a weekly times table/number bonds to learn, from Mrs Lambert.</li> </ol>
<p><b>Key Stage 2</b></p> <div style="border: 1px solid black; padding: 10px;"> <p>These homework tasks are designed to be fun, inspiring and child focused. Your child must complete at least 2 tasks from the choices on the sheet. There is a blank space if you are feeling inspired and you want to add your own.</p> <p align="center"><b>Y4 HOMEWORK</b></p> <p align="center"><b>Water, Water Everywhere</b></p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p align="center"><b>Trip</b></p> <p align="center"><u>Manchester Museum</u></p> <p>Visit the Manchester Museum and explore the Ancient Egypt and Sudan exhibition. Take photographs or draw pictures and write about your day out.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p align="center"><b>English</b></p> <p align="center"><b>Egyptian Report</b></p> <p>Write a non-chronological report about the Egyptians and everything that you have found out about them. You can also carry out some of your own research to find out more.</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p align="center"><b>Art</b></p> <p align="center"><b>Death Mask</b></p> <p>Create a drawing of a death mask. This can be based on an ancient death mask or a design of your own choice. You may choose to paint, colour or use coloured chalk to complete your work.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p align="center"><b>History</b></p> <p align="center"><b>Pyramid Model</b></p> <p>Design and make your own ancient Egyptian pyramid using materials of your choice.</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: 45%; margin-left: auto;"> <p align="center"><b>Your Task</b></p> </div> </div>	<p><b>Key Stage 2</b></p> <p><b>All homework to be sent home on a Friday, for return by the following Friday.</b></p> <ol style="list-style-type: none"> <li>1. Reading – a current book or books – four signed reads expected for ALL juniors.</li> <li>2. A maths task to complete.</li> <li>3. One English or topic task to complete.</li> <li>4. Spellings for the week, to be learnt for a test.</li> <li>5. In addition, Year 3 and 4 will be given a weekly times table to learn, by Mrs Lambert – Monday for Year 3 and Wednesday for Year 4, to be practised for the next week.</li> </ol>

### ***Organisational Matters for Strand 2 homework***

- Regular homework will be sent home in a simple cardboard folder. Completed homework is to be returned in this folder – all regular homework for a half-term will remain within this folder so that pupils and parents can see the feedback on learning – please note there may be a delay in returning homework due to time being needed to mark it. Each half-term these folders will be emptied and the work transferred to an ‘annual homework folder’ – some tasks may be stuck into exercise/topic books, when appropriate.
- Staff will oversee completed homework and will arrange for appropriate ‘feedback on learning’ to take place – this may take the form of direct adult marking, pupil self-marking, peer marking or verbal feedback.
- If a pupil is absent due to illness then the provision of any missed homework is entirely at the discretion of the class teacher. It is not possible to give homework or set extra work for pupils who take holidays in term time.
- As homework fits into the overall learning and attainment of a pupil, **it is expected that pupils complete all homework.**