



BOOTHAM JUNIOR SCHOOL HOMEWORK POLICY

This policy relates to the Junior School (and includes details of the provision for pupils in the Early Years Foundation Stage). A separate policy exists for the Senior School.

1 Introduction

- 1.1** 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 parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

2 Rationale for homework

- 2.1** Homework can be an 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. Indeed, we see homework as an important way of establishing a successful dialogue between school and home. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the ways in which children can acquire the skill of independent learning. We also believe that children benefit from the active involvement of family members in their learning.
- 2.2** Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is useful, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We believe that children develop their skills, interests and talents to the full only when they are encouraged to make maximum use of the experiences and opportunities that are available outside as well as inside school.

3 Aims and objectives

- 3.1 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; fostering good work habits for the future
 - to promote a partnership between home and school in supporting each child's learning
 - to provide educational experiences not possible in school
 - to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons
 - to extend children's particular areas of interest

4 Types of homework

4.1 In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to share with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. As children begin to acquire the skills of reading they take home school reading scheme books along with new sounds and tricky words to learn. We also ask Key Stage 1 children to learn phonics, spellings and mental maths facts as part of their homework.

Children are encouraged to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school. We may ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library as well as the Internet.

From the Summer term of Year 1, children are introduced to our 'project' homework, see paragraph 4.4 for details.

- 4.2 In Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.1 but we expect them to do more tasks independently. Homework consists of weekly 'core' homework and homework 'projects' that need to be completed over the course of the term. See Appendix 1 for an example.
- 4.3 Core homework consolidates and reinforces learning done in school through practice at home. It includes maths facts, spelling, reading and some set homework that is mostly English/Maths/Science based. Much of the core homework is best completed as 'drip-drip' work, to be done as a little and often homework and revisited over the course of each week rather than in one long session.
- 4.4 While weekly consolidation of core subjects is important, we also believe that children should have the opportunity to creatively pursue

their interests in other subjects. Each child is expected to choose and complete a set number of pieces of work from a menu of options. The children can choose any projects as long as they are from different subject strands. As soon as a piece of homework has been completed, they can bring it to school and share it with the class. Their work goes on display in the classroom or in the school homework display area.

In Year 6, children select a smaller number of projects to complete over the course of the term. These projects are expected to be completed in depth and will require a number of stages and a greater time commitment. During the course of their project, the children will have tutorial time with their class teacher in order to discuss their plans, to create a more complete project plan of action, to receive feedback and finalise their work.

5 Amount of homework

- 5.1** We increase the amount of homework that we give the children as they move through the school.
- 5.2** EYFS pupils should ideally spend some time each day sharing a book with an adult.
- 5.3** Key Stage 1 pupils should spend around 10-15 minutes per day sharing a book with an adult. They should also regularly (3 or 4 times a week) spend 5 minutes on spelling or phonics activities and 5 minutes on maths. Occasional topic homework should take no longer than 20 minutes and a weekend or several evenings will be allowed for completion.
- 5.4** Key Stage 2 pupils should spend the equivalent of 20 minutes per week on each of spellings/phonics and maths.

Key Stage 2 pupils are also asked to spend at least 10-15 minutes per day reading either independently or to an adult.

- 5.5** Longer core homework is set as follows:
 - Year 3 - Either English or maths of up to 15 minutes each week
 - Year 4 - One or two pieces of up to 20 minutes each per week
 - Year 5 - Two pieces of up to 30 minutes each per week
 - Year 6 - One hour per week which may be split over 1 or 2 pieces
- 5.6** We give all the children a school planner where they, or the teacher or teaching assistant, record the homework, and where parents and teachers make any relevant comments. Homework is an important aspect of the curriculum and as such pupils will receive feedback on it.

6 Pupils with SEND

6.1 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 specific needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

7 The role of parents

7.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents 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 can support their child by providing a good working space at home, by enabling their child to visit the library or museums regularly, and by discussing the work that their child is doing. If parents feel their child is struggling or cannot complete the work for any other reason, then a note in the pupil planner communicates this effectively.

7.2 We ask parents, in the first instance, to contact the child's class teacher if they have any problems or questions about homework.

Date of last review:	November 2022
Person responsible:	Head Teacher
Approval group	LM
Date of next review:	November 2024

Appendix 1

Year 5 Sample Homework Grid

Core Homework	This is expected weekly homework, the sort of work that we refer to as 'drip-drip work', it is better to do a little and often rather than one long session.			
	Mental Maths Instant Recall - 5 minutes per day <ul style="list-style-type: none"> Consolidate multiplication and division facts for all times tables up to 12. You can visit: http://www.timestables.me.uk/ to generate worksheets or test yourself on online And https://www.topmarks.co.uk/maths-games/hit-the-button and https://www.timestables.co.uk/ Use Times Table <u>Rockstars</u> – individual log-ins in planner 	Spellings - 5 minutes per day <ul style="list-style-type: none"> Weekly spellings to learn – check your spelling book each week for details 	Reading - 10 minutes per day of your online book or a home book. <ul style="list-style-type: none"> Record your reading in your planner Read high quality, challenging and age-appropriate fiction Write a review once finished in planner 	Cultural Studies: Mandarin - 5 minutes per day Vocabulary work, may be paper based or online.
Homework projects	Choose at least three of these homework projects to complete over the course of the term. Try to choose things you will enjoy but that cover different topic areas and different skills. We expect that these projects will be completed in depth and will require a number of stages and a greater time commitment. You need to have at least one handed by the 19th October , a second one by the 24th November and the third one by the end of term .			
Subject:	Topic (Humanities)	The Arts	Personal and Physical Development	STEM (Science, Technology, Engineering, Maths)
Areas covered:	Ancient & Modern China Buddhism	Chinese Art Performing art	Be yourself Dispositions	Changing Materials Life cycles Word, PowerPoint, E-safety
	Illustrate the story of the Buddha through drawings. You can present your work as comic strip, with speech bubbles and captions if you wish.	Research some information about traditional Chinese music instrument and present your findings to the class. This could be presented in any way you desire.	Be collaborative: Choose one task that you can do collaboratively with someone at home – cooking, playing games with a sibling, etc. Keep this up on a weekly basis for at least 10 weeks and keep a list of your activities getting an adult to sign each time you complete your task.	Explore different states of matter you can find at home and create a poster about them. This can be presented on a Google doc or a paper poster.
	In the Shang Dynasty, the decimal system developed and there were characters for every number. Learn the characters up to 10 and write	Find out why dragons are an important part of Chinese history and culture. Present your work. This could be presented in any way you desire.	Be reflective: Choose a news story and write about how it has interested or affected you.	Choose an inventor that has created a new material. Produce a poster or presentation about a scientist who has invented a new material e.g. <u>Kevlar</u> or plasma.

	some calculations using the characters.			
	Find out about different Buddhist temples around the world. Do they all look the same or do they look different to each other? Present your findings to the class.	Learn a poem you can perform to the class.	Be independent: You are to agree upon one task at home that you can do independently (and you do not currently do!), this may be putting washing away, it may be tidying your room, it may be hoovering, Keep this up on a weekly basis for at least 10 weeks and keep a list of your activities getting an adult to sign each time you complete your task.	Make a presentation using Google slides on a subject that interests you. Remember to use a range of pictures and fonts to make it interesting. Don't copy and paste huge chunk of writing from the internet.
	Research dig sites that unearthed information about the Shang dynasty and plot their locations and items found on a map of China.	Make a clay/playdough model of the Buddha.	Be creative: Create a starter activity for a Maths lesson? It could be a game or a list of quick-fire questions. Make it as exciting & engaging as possible so that we can try it in class.	Find five plants in your garden, take a photograph and find the common name and the Latin (binomial) name.
	Draw and label a timeline to show the main events during a Chinese period of your choice.	Paint a British landscape of your choice in a Chinese style. You need to be able to explain where it was and why of you have chosen that particular place.	Be adventurous and resilient: Take up a new hobby, join a new club, start a musical instrument or a different sport. Keep it up for at least 10 weeks. Review your progress and produce an evaluation of your new skills.	Use your kitchen as your personal laboratory (remember to ask a grown up first). Can you recreate a material experiment? Remember to take some pictures to share your investigative work with the class. You can look at the following websites for ideas. https://www.science-sparks.com/kitchen-science-round-up/ https://learning.sciencemuseumgroup.org.uk/wp-content/uploads/2017/09/Kitchen-science.pdf