BOOTHAM SCHOOL
AGES 3-18

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. There is a weekly piece of maths homework which consolidates calculation work covered in class. 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. The classteacher sets a date for completion of these projects, usually the end of a half term. Children then bring their finished project into 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 – Maths set piece and perhaps English of up to 15 minutes each week
Year 4 – Maths set piece and perhaps English of up to 20 minutes each per week
Year 5 – Maths each week and perhaps English of up to 30 minutes each per week
Year 6 – Maths each week and then 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:	**October 2024**
Person responsible:	**Head Teacher**
Approval group	**LM**
Date of next review:	**October 2026**

Appendix 1

Sample Homework Grid

Year 5 Autumn Term 2024 Homework

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 • 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 Rockstars – individual log-ins in planner	**Maths Calculations-** maths questions sent home to reinforce taught knowledge in class • This will be sent home weekly and marked in class • This will be handed out **every Thursday** and handed back in the following Thursday	**Spellings -** 5 minutes per day • Weekly spellings to learn – check your spelling book each week for details • Spellings are located on Google Classroom • **Spelling tests are every Thursday**	**Reading** - 10 minutes per day of your online book or a home book. • 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.				
Deadlines	**Project one: 19th October**		**Project two: 24th November**		
Subject:	**Topic**	**The Arts**	**Personal and Physical Development**	**STEM (Science, Technology, Engineering, Maths)**	
Areas covered:	**Ancient & Modern China** **Buddhism** **Landscapes of China**	**Chinese Art** **Mark Making** **Typography**	**Friendships and relationships** **Dispositions** **Diversity, equality and community**	**Space** **Forces** **Key calculations** **Computer systems**	

	Illustrate the story of the Buddha through drawings. You can present your work in different ways: comic strip, animation, video etc	Research some information about traditional Chinese music instruments and present your findings to the class. This could be presented in any way you desire; you could make a model or even perform!	Be adventurous: try a new sport, activity, skill or club for 7 weeks. Reflect and review your learning and present it to the class.	Can you create a 3-D model of our solar system with some element of a scale?
	Research and present your knowledge on the Great Wall of China. This could be in a model, a ppt presentation or an information poster.	Find out the meaning behind the Dragon Boat Races. Could you make your own model and test it out on water? Present your research to the class.	Be reflective: choose a news story and write about how it has interested or affected you.	Could you design a "rover" which is designer to explore a specific planet and explain how this rover will be successful.
	Draw and label a timeline to show the main events during a Chinese period of your choice.	Mark-making and sound. Choose four different sounds (this could be natural noises or specific songs) and create a piece of work with different mark-making to present each piece and present to the class. https://www.accessart.org.uk/mark-making-and-sound-part-one/	Global Citizen: can you research a different country or culture and explore an element of it (language, fashion, storytelling, beliefs, cooking etc) and present your learning to the class.	Can you create and design the most effective parachute to protect an egg and to also make it glide at least 2M. Think scientifically. How will you test this out? How will you compare different parachutes?
	Research a specific biome or ecosystem in China and present your findings. This could be in a model, a ppt presentation or an information poster.	Explore common themes in Chinese art and create your own pieces of work inspired by these or present why we see these common themes.	"Friendship"- could you create a song, a story, a poser, a video, a poem etc which shows what friendship means to you.	Gears, levers and pulleys. Using any resources you have at home, could you create a moving Ferris Wheel?