**Bomere and the XI Towns Federation**

**‘With God all things are possible’**

Matthew 19:26

Our school nurtures all pupils and those in our school community to flourish as individuals; educationally, spiritually and morally, promoting Christian values through the experience we offer to all. Our core Christian values are Hope, Love and Respect.



**A STATEMENT OF POLICY**

**HOMEWORK POLICY**

Date; May 2022

This policy will be reviewed every two years

Both St John the Baptist CE Primary School & Bomere Heath CE Primary Schools are welcoming and friendly church schools that aim to provide children the opportunity to achieve their best academically, emotionally and socially. As church schools, we hold our Christian values at the heart of everything that we do. Our core values are love, hope and respect.

It is important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, the church and school and recognise the importance of trust and shared responsibility in education.

Doing homework helps children to develop important skills, in particular those of independent learning.

We do not want homework to be set one day for completion by the next, as children have other interests and pursuits that are as equally important as homework. Homework will usually be set one week for completion the next.

Some of the homework will involve building knowledge and retaining the information for example, learning times tables/reading. Children will be encouraged to complete homework tasks a little at a time throughout the week rather than on one night of the week.

Children will be encouraged to share the homework with their parents.

Older children will be expected to complete more challenging homework than younger children.

Homework gives parents the opportunity to help children and show an interest / share in their learning. It also gives children the opportunity to learn/work in a quiet environment where distractions are minimised (parents and children are encouraged to work at an appropriate time with the TV, radio and music off and in a quiet, undisturbed part of the house).

Homework lays down foundations for good habits when the child is older and has to work independently - it is a good opportunity for independent learning and prepares the child gradually for the demands of the secondary school.

**EYFS and Key Stage One**

Reading - children are encouraged to take home a selection of books - some for an adult to read to them and increasingly, as the children's ability progresses, books for the child to read independently, supported by an adult at home, to practice skills learnt in class. Further information on this will be shared with new Reception parents to support them in early reading development for their children.

Parents are encouraged to read as often as possible with their children, 'little and often' being the message. They are encouraged to adopt a positive, praising approach and to begin by reading along with the child, encouraging the child to have a go as the child gains in confidence.

Communication Between Home and School - Parents are asked to comment in a home-school reading diary where the teacher also writes encouraging comments and teaching points that may have arisen during the session. Comments regarding children's enjoyment and understanding of the text are also important, as well as ways of tackling unknown words and strategies the child is able to use. When children start school a reading meeting is held within the first couple of weeks for parents, and there is an encouragement to parents to respond in the home school book.

Informing Parents - The parents each receive a booklet - "Helping Children To Read", this read alongside "Starting School", a pre-school booklet produced by staff, both go a long way towards explaining the help parents may be able to offer children at home, and a conducive environment in which to do so. Also a meeting every couple of terms for parents of new intakes is a useful time to establish the foundations for the kind of 'homework' we perceive to be of most benefit to the children.

Teaching Skills - Children may also asked to take home relevant word cards, reading games, spelling activities to play at home. These help to reinforce the skills being taught at school and help parents understand that many of the reading skills are being taught alongside the books - rather than an overemphasis spoiling the child's enjoyment of the book.

Spellings - children are provided with a spelling list to learn at home, it is also practiced in school.

Number/Maths - Children are provided with activities/worksheets/SAT packs, to reinforce current classwork.

Class work - Parents are kept well informed of the main emphasis of the children's school work in the newsletter updates online, at the beginning of each term. This helps parents to encourage discussion and involvement at home with the school work. Such involvement extends the school work giving extra contexts in the home environment or the wider world.

Children may also take home questionnaires of simple 'can you find out/ find and bring to school relevant items or information'. Children enjoy this sort of involvement, and many parents show that they also enjoy being included in the task,

Children have a homework book. The work is marked in line with the school marking policy (verbal feedback is often used as opposed to physical marking in the book) and discussed with the children.

**Key Stage Two**

Reading - Children are encouraged to continue reading at home on a regular basis, although due to their increasing independence the parents role may well change to one of sharing the story and discussing the meaning, extending the child's knowledge or encouraging the child to probe deeper for understanding. It is still very important to share a love of reading with your child.

The child's choice of books, ability to cope with the text and enjoyment of the content are all areas that require discussion.

The children have a reading log - the responsibility for filling in the log increasingly rests with the child, although parent and teacher are still encouraged to comment if there are relevant contributions to make. As children become more independent, the log becomes totally their responsibility although sharing what they have written in the log gives the adult the information about what the child has read and how much they have enjoyed the book. It also gives them an insight into:

• How often the child reads

• Whether the child has been reading a variety of material?

• If the child is extending his / her reading ability or repeatedly reading the same book

Most children choose a sensible selection and variety of material, but discussion with an adult may be the opportunity to suggest another direction that the child has not thought to try.

Spellings - Children will be provided each week with a spelling list in word families, high frequency lists or lists taken from other curriculum areas. Strategies for learning these words will be discussed in class and children experiencing problems will have help on an individual basis from our teaching assistants or extra support in class. Children will be tested on these spellings each week. They may have an activity to help the learning of the spelling list (look, cover, write, check, Sentence completion)

Times Tables - Children will be asked to work out counting on numbers, e.g. 2,4,6,8,10 ..... ...... ..... ..... , followed by the relevant tables. Year 2 children will learn 2, 5 and 10 times tables, year 3 children 2,3, 4, 5, 6 and 10 times tables as a minimum, and year 4 pupils all their tables. (See booklet; Learning Tables)

Other homework tasks will relate to areas across the curriculum, e.g. science, history, maths or literacy, and the class may be set tasks or research.

Children each have a homework book in which they list their homework tasks for that week and may complete the tasks in this book also.

Homework in each class is set on the same day each week e.g. a Tuesday and returned the following week e.g. Monday for marking. This allows families several days to complete the work. Occasionally tasks relating to specific lessons will need to be completed at other times, but the principal of organising several days for completion enables families to organize homework around busy schedules.

All pupils complete a reading record to show what and when they have read. They complete a Reading Log for their independent & directed tasks related to their reading. (own books, guided texts etc) Maths work in not set every week. Work set each week usually includes;

* Spellings
* Reading & reading log
* Times Tables
* And one other piece – could be maths, literacy activity or something topic related.

Teachers will supply a slip to stick into the homework book & may upload onto the homework section of the Shropshire Learning Gateway.

Parents are encouraged to support the children with their homework and comment, where relevant, in the homework books. Pupils are provided with guidance regarding how long completion of homework takes, and asked to inform teachers if the tasks are taking too long. Families who feel homework does not fit into their busy lives, whilst being encouraged to complete homework, allowance is made.

It is important that parents and pupils regard homework as relevant, challenging but within the child’s capabilities, responded to, and valued.