

# Belthorn Academy Primary School



## Homework Policy February 2019

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## **Belthorn Academy Primary School**

### **Homework Policy**

#### **The purpose of homework is:**

- To develop children's independent learning skills.
- To consolidate and reinforce children's skills, knowledge and understanding, particularly in Literacy and Numeracy.
- To encourage children as they grow older to develop the confidence and self-discipline to study independently.
- To provide opportunities for children, parents and the school to work in partnership.

We recognise that the purpose of homework may change as children grow older. In the Early years and at Key Stage 1 the emphasis is placed upon developing partnership with parents and carers and involving them actively in children's learning. During Key Stage 2 there is greater emphasis upon providing opportunities for children to develop skills of learning on their own.

#### **What is Homework?**

Homework will usually focus on developing Literacy and Numeracy Skills. The school uses the computer based 'Mathletics' programme in Year 2-6. Mathletics is an interactive online teaching and homework subscription website for schools that builds pupil engagement and consolidates maths knowledge. If children cannot access the programme from home, please see the classteacher who will provide alternative maths homework.

#### **How much homework?**

The importance of homework in aiding the development of children's learning is clear, however, we recognise that many children take part in activities outside of school hours and it is important to set realistic amounts of homework. The following is a rough guide and it has been written taking parental feedback into consideration.

Reception class: Time should be set aside each day to read with your child – both a school reading book (and words) and a book for pleasure. This is vital in developing children's love for books, as well as building good reading habits for later in school life. Children who read regularly at home, go on to make better progress in Literacy within school. Practice of phonic sounds is also encouraged. The class teacher will provide every child with a phonic mat outlining the sounds covered in class.

Year 1: Most of the homework will focus on reading together the home-reading book and discussing the stories/information in them. Practising phonic sounds and

preparing for the Phonics screening assessment at the end of Year 1 is also part of the work we ask parents to do at home with their children.

Year 2: Please continue to read with your child daily and discuss the books you read. In addition, a weekly 'Mathletics' activity will be set (this is a computer based task). As the SATs period approaches in May, children may be set specific questions to practise certain literacy or numeracy skills.

Years 3,4 and 5: About 1 hour 30 minutes per week. Reading continues to be very important – both school reading books and reading for pleasure. Discussion about plot lines, characters etc is of equal importance. In addition, a weekly 'Mathletics' task will be set. If there is no relevant 'Mathletics' topic, then a maths piece of homework will be given out. Learning times tables is also part of the homework set for KS2. In Year 3 children focus on the 2,3,4,5,6 and 8 times tables and in Year 4 they add the 7 and 9 times tables. By Year 5, focus is on rapid recall of all the times tables learnt. From 2020, the government have made it statutory that children in year 4 in addition to Year 6 will sit a times tables test annually. Weekly timetable tests in Years 3-6 will prepare children for these tests

Year 6: Year 6 is a very important year. Homework focus is still in supporting children with their reading and discussion of texts. Mathletics or an alternative maths task is set weekly. In the Spring Term SAT's revision task are set. This is usually in the form of CPG homework books and the focus is on the revision of key Literacy and Numeracy skills.

In addition to the above, teachers, on occasion set a creative piece of homework such as model making, preparing a presentation or learning a poem to perform to the class. This will be linked to the topics covered in class.

### **Children with Special Educational Needs**

It is important that children with special needs have an opportunity to benefit from homework appropriate to their needs and ability. This may mean that some children are asked to do homework which is separate from the homework set for the rest of the class.

### **Feedback on homework**

It is important that homework tasks are seen by children as being worthwhile tasks and that they receive feedback on it. Feedback can be provided by the teacher, teaching assistant or parents and guardians working with the children as they do their homework. At home feedback could be given as children do the work, or for older children when they have completed the work. At school feedback can be given through

a variety of methods, including: teacher, peer or self-marking; through class and group discussion or through times tables tests.

### **Partnership with parents**

Class teachers will provide parents with guidance about how they can help their children at home. To accommodate the busy lives of children (and parents) homework will be set allowing a reasonable time for its completion and should include a mixture of week-days and weekends.

In Key Stage 2 children unable (or unwilling) to complete their homework within the reasonable time given will have opportunity to undertake the work in their own time during the school day, at the discretion of the Class teacher.

The School Leadership Team will monitor the impact of homework through:

- Discussion with teachers
- Discussion with a sample of children
- Looking at a sample of books

In the light of information gathered the policy will be evaluated in terms of:

- How manageable it is.
- The impact on pupil's progress
- The impact on children's attitude to learning.