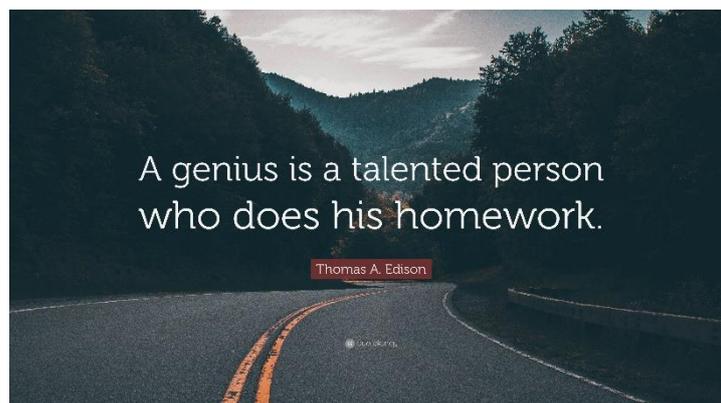




# Oakfield Community Primary & Nursery School

## Homework Policy

2023 - 2025





## **Why do we set homework?**

Current research from the EEF (Education Endowment Foundation) suggests:

1. Homework has a positive impact (on average +5 months).
2. Homework that is linked to classroom work tends to be more effective.
3. It is important to make the purpose of homework clear to pupils.

## **Aims of the Policy**

- To encourage pupils to develop the confidence and self-discipline required for individual study.
- To ensure progression towards independence and individual responsibility.
- To prepare children for the demands of secondary school and other life-long learning opportunities.
- To consolidate and reinforce skills and understanding, particularly in English and mathematics.
- To ensure that parents/guardians have a clear understanding about expectations for themselves and their children.
- To provide opportunities for the parents, pupils, and school to work in partnership, by providing opportunities for parents/guardians and pupils to enjoy learning experiences together.
- To exploit all resources for learning including those found at home.
- To ensure consistency of approach throughout the school.

## **Content of the Homework**

Given The focus of homework will be English and maths, including reading and spellings. As children move through the school this will continue to be the focus with the addition of other subjects such as science etc. Homework will at times, consist of formal exercises to be completed by the child but will also include activities to be completed jointly by the parent and pupil e.g., reading, research.

*Our journey starts in EYFS.*

In EYFS (both Nursery and Reception), parents are encouraged to read with their child throughout the week.

In Nursery, we have a book loan scheme, where the children can choose a book with their adult and take the book home for the week to enjoy. In Reception, the children will be provided with books that are suitable for them to read, some starting with no words to encourage story telling language and others with a few simple to read words.

We also provide the children with the opportunity to develop an awareness of fiction and nonfiction.



In Early Years, children will be provided with a weekly homework task, with a focus on English and maths. These tasks will consolidate the learning that has taken place and meet the individual needs of the children.

As the children develop their phonics knowledge within school, they will be provided with a list of phonic sounds and tricky words. Regularly practising reading them, looking out for the words in reading books and playing games with them, will benefit and support the children in their development.

Moving into Key stage 1 we focus on phonics and reading practice. This continues to be essential all the way through the child's primary education. A child when ready, is expected to learn weekly spellings and this then extends to writing tasks.

Maths tasks begin with simple number activities that eventually develop into formal tasks. Interactive mathematics games are available online.

In addition to regular weekly activities, children may be given additional tasks that are differentiated according to age and ability. These may include research work, reading in preparation for lessons, preparation for an oral presentation and traditional written assignments. Occasionally children may be asked to finish work at home, but this will not form the core part of the homework.

Teachers will establish a regular pattern for homework that parents will be informed about via class Dojo messages and the school website at the beginning of each academic year.

Time Allocations for Homework at Oakfield Primary School follow national guidelines. Parents/Guardians should read with their child, a minimum of five times per week using the guidance below.

## Reading tips for Parents

### 7 Top Tips to Support Key Stage 2 Children Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures — these tips are aimed at supporting children in Key Stage 2.

**1 Concentrate on reading quality (it isn't all about reading lots!)**



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Why not set your child a reading challenge: How many different things can you read in a day?

**2 Ask your child lots of questions**



All reading matters. Shared reading is about 'reading with', not just 'reading to'. Why not take turns to read a page each of a longer novel? So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

**3 Ask your child to make predictions about what they have read**



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the fox on the front cover? Why do you think he's so sad?'

**4 Ask your child to summarise what they have read**



When you've finished reading, talk about what happened. Think about how the characters behaved and interesting things that happened in the plot. You could encourage your child to keep a **reading diary**, describing the big idea of each chapter.

**5 Ask your child to write about what they have read**



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper (or chalk on a path) and draw around your child. Ask them to fill the outline with lots of information about the main character.

**6 Read and discuss reading with friends or family**



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'you could use your slimepower to help me cook tea tonight.'

**7 Maintain the motivation to read**



Talk about the joy of reading whenever you can. Give your child choices about what they read, being in control is great motivation! Encourage them to recommend books to family and friends. For example, 'you should read this book, Grandad, because you love funny stories.'

Follow the TRUST steps



Follow the TRUST steps and keep your child talking about reading

Education Endowment Foundation (2018). *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation: London. Available online: [eef.org.uk/eef/primary/early-years](https://www.eef.org.uk/eef/primary/early-years)

Education Endowment Foundation (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation: London. Available online: [eef.org.uk/eef/primary/ks2-ks4](https://www.eef.org.uk/eef/primary/ks2-ks4)

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019). *Literacy Development: Evidence Review*. Education Endowment Foundation: London. Available online: [educationendowmentfoundation.org.uk/public/files/Literacy\\_Development\\_Evidence\\_Review.pdf](https://www.educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf)

## **Approximate guidance and expectations for homework**

<b><u>Year group</u></b>	<b><u>Time allocation</u></b>	<b><u>Subjects</u></b>
Reception	10 mins per evening	Daily Reading
Year 1	1 hour a week	Daily reading, maths/phonics/key words
Year 2	1 hour a week	Daily reading, weekly spellings, weekly maths and/or English work
Year 3	1 + ½ hours a week	Daily reading, weekly spellings, weekly maths and/or English work
Year 4	1 + ½ hours a week	Daily reading, weekly spellings, weekly maths and/or English work
Year 5	2 hours a week	Daily reading, weekly spellings, weekly maths and/or English work
Year 6	2 + ½ hours a week. (Occasionally more with revision)	Daily reading, weekly spellings and/or tables practise and other pieces of homework most nights (may include exemplar SATs papers/questions)

This requirement follows the recommended national guidelines. The reading, especially in Key Stage 2, may form part of the other homework tasks.

### **Sanctions**

If children do not complete homework and give it in on time, without a note/message being provided by parents/guardians, children may be asked to complete it during the school day. Ideally, we want homework to be completed on time.

### **Homework during School Holidays**

Homework will sometimes be given during the Christmas, Easter, and summer holidays to encourage children to explore new learning and prevent loss learning. Normal weekly homework will be given during half term breaks in Year 3 and above. As reading is a life skill, we hope that all children will be encouraged to read to parents during holiday times, from either a school reading book or other chosen text as appropriate to their age.

### **Special Educational Needs**

The above timetable applies equally to children with recognised special educational needs. However, the children will receive differentiated tasks according to their needs, which may be different to the rest of the class.



## **Planning and Co-ordination**

It is the responsibility of the class teacher to plan and provide manageable tasks for the children and to liaise with parents where necessary. All parents will be informed at the beginning of each year of the regular homework pattern, and this can be found on the website. This will include the day the work will be set and the deadlines for completion. If there are any problems with homework, please speak to the class teacher and discuss any issues. Children may be given homework when they are ill or absent for any other reason, to ensure they catch up and no child is left behind.

Where there are parallel classes in the same year group, teachers will liaise to ensure that the homework is jointly planned and delivered for all pupils of similar abilities.

## **The Role of Parents**

Parents are asked to provide a suitable quiet place in which homework can be completed, whether working alone or with an adult. It is essential that parents make it clear to their children that they value homework and are willing to support the school with their approach. This includes encouragement and praise at all levels and independence is encouraged. Homework should be set to consolidate learning that has been taught in the class learning so learning is retained in the long-term memory, making learning stick.

## **Feedback**

All homework is marked promptly with a light touch, and feedback given to pupils verbally or as a whole class.

Parents can give teachers any useful feedback. This may include:

- Notes in the reading record book
- Notes attached to the homework
- Verbal feedback

This homework policy will be reviewed every two years

Headteacher: Mrs J Makin  
July 2023

Signed:

Date: 15<sup>th</sup>

Chair of Governors: Mr E Burke  
2023

Signed:

Date: 15<sup>th</sup> July

## **Policy Schedule**

<b><u>Date</u></b>	<b><u>Details</u></b>	<b><u>Shared</u></b>
July 2023	Policy Created	Staff: July 2023 Govs: Autumn Term