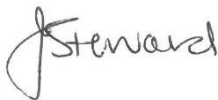





## HOMWORK POLICY

Formally adopted by the  
Governing Body of Sheringham Community Primary & Nursery School

On	24 <sup>th</sup> March 2022
Chair of Governors	
Head Teacher	
Last updated	24 <sup>th</sup> March 2022
Review	24 <sup>th</sup> March 2025

*Be all that you can be...*



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## 1. Aims of this policy

We believe that homework should be both purposeful and supportive; consolidating learning or moving it forward. We recognise that our children have busy and active lives outside school and many belong to clubs or take part in activities which provide them with valuable skills and learning experiences. Our approach aims to create a balance between extending learning at home whilst still allowing our children to pursue hobbies and enjoy precious family time.

## 2. Objectives

Homework should be;

- Relevant to the work covered in class.
- A means of preparing children for future learning.
- Supportive, allowing children to embed concepts taught.
- Appropriately matched in difficulty and length to age and attainment of the child.
- Interesting and varied.
- Accessible to all children, including our youngest children, those with special educational needs and those for whom English is not their first language.
- A means of helping to develop good study habits; preparing children for the next stage of their learning journey.
- A way of enabling parents and carers to be actively involved in their children's learning.

Most of all, our homework should give confidence to both the children who are doing it and those who support them. Homework is not set during school holidays, except for Year 6 during the Easter holidays. We believe that the holidays should be a time to relax, spend quality time together as a family and to take a break from school.

## 3. Reading

We firmly believe that the development of good phonic and reading skills unlocks many learning opportunities and that regular time spent learning to read, both at home and at school, is essential for the development of successful learning skills.

We support and promote reading for pleasure at home and at school and strongly encourage parents and carers to read to and share books with their child, regardless of their age. Reading at home is not just about learning to recognise words, it is about learning to appreciate how authors work their magic, why language is used in a particular way, features of different genres of writing and, most of all, to foster a life-long love of reading for pleasure.

Children should read at least 3 times per week for a length of time appropriate to their age and stage of learning; e.g. in year 1- 3 x 15 mins per week, in year 5- 3 x 30

mins per week. Teachers can give parents specific advice on this based on their knowledge of the child.

Reading at home may involve many different approaches;

- Child reading a page, adult reading a page
- Child reading a couple of pages, then talking about the book, characters, illustrations or storyline.
- Child listening to a story being read by an adult, hearing different character's voices, expression, sound effects, etc.
- Older children reading to younger brothers or sisters
- Older children reading to themselves and then talking about what they have read to an adult
- Older children and parents reading the same book in short stages and then discussing the events, characters, etc, like a book club

When children read, we ask parents to sign and make a comment in their reading record book and indicate which page they have read up to and how they have progressed. We encourage children to read or listen to their own books from home or to read library books, as well as books they have chosen in class. We encourage children to read widely, rather than ploughing through any one reading scheme. We believe this develops their interest in books and also shows them that literature comes in many forms, from comics through to instruction manuals!

#### **4. Maths Whizz**

Maths Whizz is an online maths program which can be accessed both at home and at school through a secure portal. Children from Year 1 to 6 are given a username and password to access the site from any electronic device. Maths Whizz delivers diagnostic testing to identify where individuals strengths and gaps in maths knowledge are. It will then take the child through a series of bespoke tutoring, games and activities, designed to offer support and practise in small steps. The Maths Whizz tutor will offer short tutorials with examples to work through, followed by a series of questions. Maths Whizz allows the children to practise something new and to consolidate their previous learning. Teachers can see children's progress and direct Maths Whizz to provide a specific focus, eg topics being explored in class that week.

The children earn progressions for their work which they are rewarded for, rather than time spent on the program. Maths Whizz allows them to spend longer practising but will not allow them to move forward too quickly to ensure that new learning is properly embedded. Progressions are rewarded through tokens to spend in a virtual shop, which provides motivation as well as reward. Maths Whizz tutoring time is capped at 90 minutes for all children and we encourage them to spend an average of 30 minutes per week using the program. We understand that internet access is not easy for everyone so staff give the children additional opportunities in school to complete the required time. The children are rewarded for their maths progress in assembly with awards being given for Class Whizzer of the week- the class with the

most combined progressions and also the Whizzer of the week for individual progress. Maths Whizz is used to further develop a love and expansion of maths. It is encouraged to be used both in and out of school to enhance further learning.

## **5. Other homework**

Children will be given homework which supports the English, Maths or topic work they are doing and allows them to practise the skills they have learnt. This may be in the form of a practical investigation or open ended task where children can demonstrate their understanding by applying what they have learnt across a range of subjects.

## **6. Homework support**

Examples of methods or explanations of key terms or unfamiliar vocabulary will be given on homework so that children can be reminded and parents and carers can be confident in supporting their children. Parents and carers are welcome to write feedback comments on their children's homework, telling staff about any particularly challenging parts or equally, if the homework seemed too simple.

## **7. Rewards for completing homework**

By the time children are in KS2, we expect them to be in a good routine of completing homework set within the time allowed. Completion of homework contributes towards a weekly merit sticker. If children have not completed their homework, they will be given an opportunity to do so during break or lunchtime.

If children have not completed their homework within the time set, we would expect a note from home to explain why and a longer deadline or support during the school day will be offered, children in KS2 will not be able to be awarded their weekly merit sticker. If we are concerned that a child is not returning their homework, the teacher will telephone parents to discuss our expectations and offer support. If the problem persists, parents are invited into school to discuss ways to work together to establish a good routine.

We are always happy to answer any homework queries or questions. Staff should be contacted through the email address provided in the Welcome booklet and on the year group newsletters.

## **8. Early Years**

In Reception the children start with homework in the autumn term that links to the sounds they are learning that week. After Christmas, homework is sent out via Tapestry each Friday. This homework is maths, literacy or topic related. Parents post on Tapestry to show us what they have done at home.