Homework Policy

Introduction
At Southfield Primary School we believe that homework is an essential part of a child’s school life and forms a crucial link between home and school. Homework is an extension of school and is used to support what happens in the classroom. All pupils have the right to equal access to home learning opportunities, as they do in all areas of education. We do, however, recognise that each home situation is different and that parental involvement will vary as a result. It is important that parents get as involved as they can, discussing the learning and reading regularly with their children.

Aims
Through the use of Homework at Southfield Primary School we aim:

- To provide opportunities for direct involvement of parents in their child’s learning
- To make children aware that school is not the only place for learning
- To increase children’s motivation to learn
- To develop independence and self sufficiency in working and learning
- To support and follow up learning which has taken place in the classroom
- To provide children with opportunities to practise and develop skills
- To assist children’s progress and enhance achievement and attainment
- To prepare pupils for the next stage of their education

Reading
Children take home reading books from Nursery through to Year 6. Children are encouraged to share a book with parents at least 5 times a week with the incentive of earning RED stickers and prizes. It is important that reading is a fun experience and that children develop a love of books. The reading record is a way for parents to keep teachers informed of their children’s progress in reading at home, as well as for parents to see how well children are progressing at school.

Fluent readers will need to spend time reading silently and independently but they will also need to read aloud to adults regularly, in order to develop fluency, expression and understanding. It is important for parents to share the whole reading experience with children, discussing books, asking questions about what has been read and sometimes reading the book to the child to model fluent reading.
Spellings
In addition to reading, from Year 1, children will be given weekly spellings to learn. Spellings will be given on a Friday to be learned by the following Friday. Some of these words are linked to spelling patterns and common exception words being taught/revised in class that week and others are linked to the unit of work. Children should practise spellings using the ‘look, write, cover, check’ system. Teachers will look out for those key spellings to be correct in pupils’ class work and will assess children’s spelling in weekly spelling check-ups, completed in the form of dictation where possible. Children will also be encouraged to learn the meanings of words to extend their vocabulary.

Maths
Children in Key Stage 1 will be set activities to complete using Mathletics that support and consolidate their learning from that week. In addition, children in Key Stage 2 will be given times tables, division and key number facts to learn on a weekly basis.

Learning Logs
Learning Logs are provided for each child each year and will be sent home over holidays and breaks. Children are given key learning questions from their current learning. The task is for children to represent their understanding of the questions in any way they can. This allows children to be as creative as they like. Children can add items to their Learning Logs, e.g. newspaper clippings, pictures from magazines, information from the internet, photographs etc.

Guidance on time and activities for each year group

Foundation Stage – It is suggested that children in the Foundation Stage spend about 10 minutes each day sharing a book with parents and discussing other areas such as numbers or activities being done at school. Children may be asked to bring things in from home for collections, displays or topics. Parents can support younger children further by playing games involving numbers, e.g. snakes and ladders, singing and saying number rhymes and songs and listening to story CDs.

Year 1 – We suggest that children spend between 15 and 20 minutes a day sharing books with parents and completing spellings and maths homework. Children may also be asked to bring things in from home for collections, displays or topics. Parents can support their children further by supporting them in playing number games and using maths in ‘real life’ situations, e.g. shopping.

Year 2 – The quantity of homework will increase at Year 2. Children should spend about 20 minutes per day on spellings, maths and reading. Children in Year 2 should also aim to learn multiplication tables (2, 5 and 10).

Year 3 – Children in Year 3 will spend approximately 20 to 30 minutes a day on homework activities. This will include a session of silent reading in addition to reading aloud and reading their class book, learning spellings and completing maths activities and learning multiplication tables (2, 5, 10, 3 and 4).

Year 4 and 5 – Children in Years 4 and 5 will spend up to 30 minutes a day on homework activities. This will include a session of silent reading in addition to reading aloud and reading their class book,
learning spellings and learning multiplication tables (as appropriate to individual children from 2 times table to 12 times table).

**Year 6** – Children in Year 6 will spend **at least 30 minutes a day** on homework activities. This will include reading activities, learning spellings and completing maths work. As children in year 6 approach SATs they may be asked to complete activities designed to help them prepare for the tests. These will take the form of worksheets to develop writing, reading comprehension skills, mathematics problem solving and scientific knowledge and understanding.

**Special Educational Needs**
Children with any SEN will be set work in accordance with recommendations for their year group, unless otherwise stated in their Individual Education Plan (IEP). Additional homework to support children with a particular difficulty may also be provided, where appropriate.

**More Able Pupils**
Pupils who are very able or have particular talents may be given additional tasks designed to challenge and extend them, meeting their individual needs.

**Use of computers**
Many children have access to computers at home and we encourage their use where available in order for children to access online learning particularly related to maths. Homework clubs are often provided for children to complete their homework with the use of school resources, e.g. computers, iPads.

**Communication**
It is important that homework does not become onerous or take up too much of a child’s leisure time. If parents find that children are spending far more than the recommended time on homework activities or that tasks are too difficult for their child/ren, they must discuss this with the child's class teacher as quickly as possible. Equally, teachers would value hearing about activities done at home which were greatly enjoyed or helped children to achieve success.