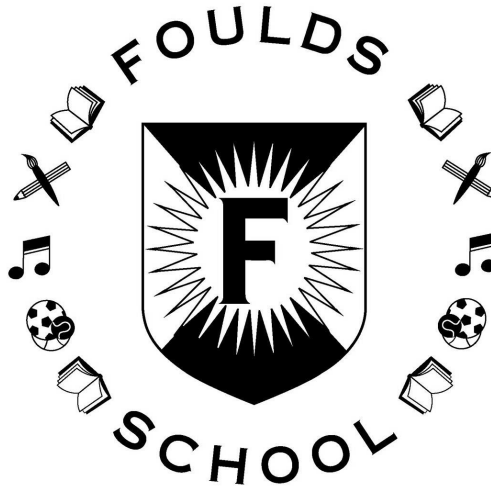


# FOULDS PRIMARY SCHOOL



## Homework Policy Spring 2020

Updated Spring 2020  
To be reviewed Spring 2023

## **Rationale:**

We believe that homework should be another way to support our vision for every child to become a 'lifelong learner'. It should therefore be fun, engaging and enhance the children's independence, confidence and resilience as well as consolidate previous learning and/ or support new learning.

## **What homework looks like in our school:**

### **EYFS:**

#### Reading

**Each child is expected to read every day** to encourage a love of reading and fuel their imagination. Parents are encouraged to listen to their child read, read with and to their child and to discuss what has been read with them.

#### Optional Activity

Each week, staff set a suggested activity for Reception children which will either reinforce and build upon learning from the previous week, or help to prepare children for the following week. These activities will be practical and fun, and are not compulsory.

### **KS1:**

#### Reading

**Each child is expected to read every day to encourage a love of reading**, develop a broad vocabulary and fuel their imagination. Parents are encouraged to listen to their child read, read with and to their child and to discuss what has been read with them. Books from the reading scheme (until they become a 'free reader') are sent home weekly plus children have access to library books. We try to encourage children to select from a range of genres, authors and themes and include fiction, non-fiction and poetry.

#### Spelling

High frequency words lists are sent home at the start of the year.

Over the term there are a range of strategies to learn spellings shown in class and sent home.

#### English

The children are given an activity that will help them with their current learning in class or will be a help with learning the following week. We strongly encourage these to be completed.

#### Maths

Yr 1 - **Children are set one piece of maths homework per week** to consolidate and extend learning. We strongly encourage these to be completed.

Yr 2 - **Children are set one piece of maths homework per week** to consolidate and extend learning. We strongly encourage these to be completed.

Yr 2 also have access to Times Table Rockstars which they are recommended to play for 15min a week to develop their multiplication and division facts recall.

## KS2:

### Reading

**Each child is expected to read every day** to encourage a love of reading, develop a broad vocabulary and inspire their imagination. Parents are encouraged to listen to their child read, read with and to their child and to discuss what has been read with them. Books are selected from a range of genres and themes and should include fiction, non fiction and poetry.

### Spelling

At the beginning of each half term children will be given age-related vocabulary lists to learn over the half term. **The expectation is that the children will learn and use these words within their work.** They will be assessed on their learning through different means eg dictation, so that the children learn to use and spell these words in context. The words will include subject specific words as well as words from the National Curriculum lists.

### Maths

**Children are expected to complete mental maths activities (30 minutes a week)** to embed their knowledge of the four operations (addition, subtraction, multiplication and division) through the use of Times Tables Rockstars. This will be included as part of the half termly homework grid (see below).

**There will also be weekly maths homework** set that supports the learning in class that week; this may be in the form of online activities or questions sent home. This is expected to take no more than 30min. **Whilst completion of this is strongly encouraged in all year groups, it is only compulsory in Year 5 and 6.**

### Half-term Homework Grid

At the start of each half term or term (depending on the topic a Phase is covering), a selection of homework tasks are set for completion for the following half term. Children select a minimum of two tasks although they may complete more tasks if they wish. The homework grid may include an educational outing as well as tasks that cover all areas of the National Curriculum. It is split into three sections (beginning, middle and end) so that children can do tasks relating to the learning at the time if they so wish.

There are bonus boxes within the grid; these boxes are used by teachers during the (half) term if a piece of learning really captures the children's attention and they want to build on it.

House points are awarded for tasks that are completed, with up to 5 points awarded per task. Full points will be awarded to the children who have demonstrated maximum effort and produced a high quality piece of work which matches their individual ability; this is decided by the class teacher.

Parents are expected to sign the homework grid to show that they have looked at it and that their child is completing tasks. The teachers will check the grid halfway through the half term to ensure that the children are on track. Whilst we strongly encourage this homework to be completed as we believe it will encourage the children to share their learning from school at home and help foster a love of learning, it is not compulsory.

If a parent feels that their child would benefit from a certain weighting of activity within the grid (eg more of an English focus, when the child's natural preference would be to pick art activities) they should have a word with the class teacher who can then support the child in choosing their activities.

Homework grids will be moderated and discussed by the senior management team half termly to ensure consistency of approach across the school.

**In Upper Key Stage 2 there may be times in the year where there is more homework. This will be to consolidate learning, for example in grammar, reading comprehension or maths and this will be compulsory.**

Homework Club:

Homework Club is run twice a week at lunchtime by the Year 6 children to support the younger children with any challenges they may have. Children can choose to come to the club or on some occasions (eg they are not completing their homework at home) they may be directed by their class teacher to attend. This club is also for children who do not have access to the internet or IT facilities at home.

For extra guidance in helping children with homework please see: <https://www.fouldsp.com/how-to-support-your-child>

Homework will be acknowledged in marking and house points given.

## APPENDIX – EXAMPLE OF A HOMEWORK GRID

### Year 3/4 Summer Half Term Homework

You must choose a **minimum of two tasks** (in addition to the two compulsory tasks) to complete over the half term. You may choose to complete one more task if you wish! It is your choice!

You must get your parent/carer to sign once you've completed a task.

You may also adapt any of these activities to suit your interests and styles. For example, if you wish to write a story, you may present it in writing in your Boomerang Book, type it or even present it in a slideshow! You will receive HOUSE POINTS for your homework.

<b><u>Compulsory daily READING task:</u></b> You must read, with an adult, for 5/10 minutes long. Discuss what you've read, what did you like/dislike, what are your predictions and why?	<b><u>Compulsory daily MATHS task:</u></b> You must complete the task set on Times Table Rock stars. You should be completing 30min on Times Table Rockstars weekly.	<b><u>BONUS BOX</u></b>
Design an aerial view image of a hillfort, labelling the features and objects within it. Also record the measurements, thinking carefully about the unit of measurement you would use and why. Include the location of your hillfort based on your understanding of the Iron Age.	A typical Iron Age home was called a roundhouse. If you lived in a roundhouse during this period, what would it look like and what would be in it? Build your own roundhouse. Then write an explanation of what materials would have been used to build a home like this in the Iron Age. Remember the use of capital letters at the beginning of your sentence and for proper nouns. Don't forget your punctuation!	Write your own story reflecting the life of Iron Age people. Give it a title and create a front cover. Include varied sentence starters and structures.
Signature:	Signature:	Signature:
Draw and label two different outfits worn by Iron Age Celts. Explain what material was used to make the clothing and how or what they used to dye their clothes.	Research the food that was eaten during the Iron Age. See: <a href="http://www.tastesofhistory.co.uk/Demonstrations/Bronze-Iron-Age/mobile/">http://www.tastesofhistory.co.uk/Demonstrations/Bronze-Iron-Age/mobile/</a> Cook an Iron Age meal/item of food with <b>adult supervision</b> . Take photographs and write the recipe down.	Research Iron Age religion and beliefs recording your findings. Then make comparisons by identifying the similarities and differences with the religions we have learnt throughout the year.
Signature:	Signature:	Signature:
Create a multiplication board game with an Iron Age design/theme. You can focus on times tables that you are learning remembering we need to learn them all by the end of the year.	Hillforts were defended settlements which made use of the natural rises in the landscape. Design and make an Iron Age hillfort - please be creative in the way you make your model. Write about the making process such as what went well and what you would do differently if you had to make another one.	How did the landscape in Britain change between the Stone Age and Iron Age? Draw and write about the changes. Think about: animals, buildings, monuments, trees and other natural landscape features.
Signature:	Signature:	Signature:

**Key:** Yellow = can be completed the start of the half term

Green = can be completed from mid half term

Purple = should be left until near the end of the half term

Turquoise = compulsory and bonus tasks