

Coleham Primary School



Homework Procedure

April 2019



HOMEWORK PROCEDURE

PURPOSE

The purpose of this document is to give a clear guide to parents and carers, on the support they can provide at home to their child's learning and our expectations for pupils with regard to Homework.

INTRODUCTION

At Coleham School, we aim to provide opportunities for parents to be involved in children's learning and to build an effective partnership between home and school. However, we balance this with the need for our children to have time at home to relax with their families and enjoy precious family time.

OUR PHILOSOPHY

We have a '**No formal Homework**' policy here at Coleham and do not set weekly homework to be handed into class teachers every week. We believe that our children get a good education and work hard enough whilst they are here at school and that home time is precious time to be spent resting, exploring hobbies and enjoying time with family and friends.

This links to our school ethos in developing the 'whole child' as children need space to learn and grow, free time to master things by themselves, to build resilience by making and solving problems and create genuine self-esteem and inner drive to be in charge of their own challenges and development. Research also shows that the impact of homework in primary schools is minimal, though we know that the stress and anxiety that it can cause in households and individuals is great. We are also mindful of children's wellbeing and the importance of getting a good night's rest.

DAILY EXPECTATIONS

Despite this, we do have **daily expectations** for parents/carers to focus on supporting their children with key reading and spelling skills and number facts, such as their times tables. We insist that all children read **every** night at home with an adult or independently please. We also insist that spellings and times tables are practised at home. We would only expect a child to spend between 10-20 minutes an evening on some or all of these activities. A short burst of focused, quality support with an adult will be valuable to a child's progress.

These daily expectations do not need to be onerous, for example times tables can be practiced in car journeys, by using songs or phone or tablet apps. Spelling practice could be, one evening read through them together, another evening ask your child to hide and cover each word and have a go at writing them out or simply sounding out the word together. Please think about methods that would best motivate your child.

We therefore wish to provide opportunities for children to practice, consolidate and reinforce their learning, as well as developing life skills such as self-discipline, perseverance and independence, so that they can become confident self-sufficient learners.



OUR AIMS

- Provide opportunities for parents, children and the school to work together in partnership to support children's learning.
- Use key reading, spellings and number skills as a tool to help to contribute to children's progress.
- Support development of independent learning skills.
- Encourage children to develop responsibility, confidence and self-discipline skills.
- Prepare Year 6 pupils for their SATs tests.
- Ensure that parents are clear about what their child is expected to do.
- Ensure a consistent approach throughout the school.

OUR REASONING

As a Leadership Team we have considered the impact and research with regard to homework very carefully and do not set 'formal homework' for a number of reasons.

- Our children get a good education in school and work very hard.
- Evidence shows that formal homework has very little impact but creates stress and anxiety for families and pupils. We want to reduce the pressure/stress for families and pupils.
- Evidence shows that formal homework often helps widen the gap between those disadvantaged and non-disadvantaged pupils.
- We strongly encourage that children spend their free time 'Reading for pleasure'. We believe, and evidence suggests that reading is the single most important activity a child can do to help with their attainment, progress and personal development.
- We believe that children need to unwind after the school day and get a good night's rest.
- We believe that home time is precious time to enjoy with family and friends.
- This allows children opportunities to explore hobbies, talents and extra-curricular activities outside of school to become fully rounded individuals.
- This allows children free time to be in charge of their own challenges and development.
- We are mindful of the importance of children's wellbeing and the climbing statistics with regard to children's mental health.
- We feel this is right for our children and secondary schools may have similar policies for their younger students.

RANGE OF ACTIVITIES TO SUPPORT AT HOME

- Reading independently or to an adult
- Phonics and spelling practise
- Times tables practise
- Independent research
- Holiday Project work based on the class topic
- Year 6 SATS revision guides



This table provides a guide to the allocation of homework for each year group:

Year group	Children are expected to:
Reception	Read for around 5 - 10 minutes each day to an adult. Weekly sound mats during the teaching of phase 2/3 phonics.
Year 1	Read for around 10 minutes each day, preferably to an adult. Practise weekly spellings. There will be an informal session each week in class where spellings are practised all together. Practice 2x, 5x and 10x multiplication tables if your child is ready for these.
Year 2	Read for around 10 minutes each day, preferably to an adult. Year 2 are currently trialling No Nonsense Spelling Scheme and so practice spellings within class. Learn 2x, 5x and 10x multiplication tables.
Year 3	Read for around 10 minutes each day, preferably to an adult. Practise weekly spellings. Practise multiplication tables up to 12x. Holiday project work may be set for children.
Year 4	Read for around 10 minutes each day, preferably to an adult. Practise weekly spellings. Practise multiplication tables up to 12x. Holiday project work may be set for children.
Year 5	Read for around 15 minutes each day. Practise weekly spellings. Practise multiplication tables up to 12x. Holiday project work may be set for children.
Year 6	Read for around 15 minutes each day. Practise weekly spellings. Practise multiplication tables up to 12x. Holiday project work may be set for children and children in Year 6 may be asked to prepare for their SATs at home with practice SATs revision guides.

READING

Reading for Pleasure is a big focus in school and will help the children achieve and progress in so many other areas. We cannot underestimate the importance of reading and how powerful it will be to a child's overall progress. Evidence suggests that there is a positive relationship between reading frequency, enjoying reading and a child's attainment (see DfE Reading evidence for Reading for Pleasure) Children who read for enjoyment every day perform better in school, and develop a



broader vocabulary, empathy for others, strengthen their imagination and gain increased general knowledge and a better understanding of other cultures.

This is why we insist that our pupils read at home on a daily basis. Please support your child in keeping evidence of their reading at home, by recording this in their reading diary. Younger pupils may need to have this information written for them, whilst older pupils may need reminding to complete their reading diaries each time they read at home.

HANDWRITING

A whole school focus is to improve the handwriting of our children across school. If your child's class teacher feels that your child could further develop their handwriting, they may send home a handwriting booklet for you to work on together at home. This would be a short term intervention and specifically targets the areas your child needs to practice. We hope that you will be able to support us in this area at home.

HOLIDAY PROJECTS

In the holidays, class teachers may occasionally ask children to complete an optional homework project based on the class topic. The children love the creativity of these projects and take real ownership for their work. The children produce some amazing quality work inspired by their imagination and research and driven by their own learning skills.

WORKING IN PARTNERSHIP

Pupils may need a level of support and encouragement from their parents and carers to complete their daily reading, spellings and times tables practice, especially if they are in the younger year groups. On some occasions adults may be directly involved in the activity, for example reading together or doing project work. At other times, the parent's role may be to encourage them to stay on task and work independently.

Parents and carers are asked to support the children's learning whenever possible. One-to-one attention that parents and carers can provide is invaluable in encouraging children's learning and understanding by allowing them to question and explain their ideas and praise their efforts.

If parents and carers would like more advice regarding supporting their child's learning at home, they are encouraged to book an appointment to see their child's class teacher who will be able to offer such advice and guidance.

