



The Queen's Church of England Primary School

Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.

THE QUEEN'S SCHOOL Homework Policy

Agreed by: Queen's School Senior Leadership Team

Date: January 2022

Review Cycle: 3 Years

Next Review Date: January 2025

All the Queen's School policies should be read in conjunction with the Equality Policy.

If you require a copy of this document in large print, braille, audio format, please contact the School Office.

This homework policy has been written in response to comments received from parental feedback and pupil and teacher discussions to ensure that homework is a positive and useful experience for all.

Intent: - The homework given at The Queen's C of E Primary school aims to:

- Develop links between home and school
- Encourage pupils to develop skills, self-confidence and independence in completing tasks
- Consolidate children's skills and understanding through practise and re enforcement of learning in school
- Provide opportunities for blended learning, using google classroom
- Provide a range extra-curricular activities and opportunities for informal family learning
- Foster a love of learning and encourage pupils to become more independent learners

Role of the Senior Leadership Team:

- Promote this policy ensuring homework is relevant and appropriate to age and stage of pupils

Role of the teachers:

- Provide children weekly homework tasks (except the last week of term or over the school holidays)
- Ensure homework set is relevant and appropriate to age and stage
- Differentiate tasks, where appropriate
- Ensure the tasks have clear learning objectives (OL) and (where appropriate) give examples
- Explain guidelines and success criteria (WILF) to the children when setting the homework and where appropriate this will be provided in writing with the task
- Monitor the homework completed, ensuring that it is completed regularly and on time - any concerns will be raised with pupils/parents
- Feedback on homework to pupils in line with the Feedback and Presentation policy (see below)
- Ensure each pupil has Login details for using Google classroom, Mathletics, Education City, Times table Rock Stars or any other online programme

Role of the parents:

- Phase 1 – Reception, year 1/ 2: support children as they complete their homework
- Phase 2 - Year 3/4: balance the amount of support given, allowing children to develop independence
- Upper Phase 2 - Year 5/6: allow children to complete their homework as independently as possible
- Monitor the amount of support/time your child needs to complete the task and discuss with the class teacher, if there is a concern
- Value the process of homework and praise the child for their effort in completing the task
- Provide a suitable working space, with as few distractions as possible
- Access the parent zone on Mathletics, be involved with maths homework
- Promote reading for pleasure through reading out loud/ share books with your child every day

The curriculum skill and progression maps and the subject knowledge and skill organisers are published on the website for each year group, informing parents about the curriculum activities the pupils will be covering over the year. Parents are encouraged to support their child in these areas by providing appropriate reading/research materials and learning opportunities. Additionally relevant family activities and visits could be arranged to link with areas of learning.

Role of the children:

- Ensure they understand the expectations and task
- Ensure homework is presented with care
- Have a go at all homework activities, approaching tasks positively and with determination.
- Complete and hand in all homework tasks on time
- Listen and take action on individual/class feedback
- Feedback to the school council any ideas they have about homework

Feedback on homework:

Teachers are not expected to feedback/mark individual homework but, in reviewing the homework, focus on common errors/misconceptions, strengths and key learning points to inform teaching and provide meaningful whole class or individual feedback.

English/ foundation subjects:

- Whole class/1:1 verbal feedback
- Peer review (feedback partners/ group review)
- Education City - completion and accuracy of completed tasks

Maths:

- Completion and accuracy of *Mathletics* tasks is checked and whole class/individual feedback given, where appropriate

Reading:**EYFS, Year 1 and 2**

- The reading record is a dialogue between home and school - an individual reading comment is recorded once a week or when a child is heard read by a teacher/teaching assistant.

Spellings:

- Feedback on spelling is reviewed during writing tasks and where additional support is needed envelope spelling may be given or specific words as a writing target

Projects:

- Projects will be reviewed, shared and displayed in class, in order to value every child's efforts.

Amount of Homework:

- Homework has been designed to encourage a gradual progression of skills and expectation, so that by the time pupils reach Year 6 they will have a clear routine in preparation for Secondary School
- Most of the homework is provided for the completion over the course of a week or half term, so it can fit around family lifestyles and commitments
- Reading, multiplication tables and spellings are better when completed in shorter, regular daily sessions

Homework expectations:		
Year group	Homework Activity	Suggested time/frequency (as a guideline only)
Reception	<ul style="list-style-type: none"> • Reading with a parent • Practising the weekly letter sounds • Maths activities on the school website /Mathletics • Home tasks on weekly sheet linked to topics 	<ul style="list-style-type: none"> • Daily 5 – 10 minutes • Regularly over the week • As and when • As and when
Year 1	<ul style="list-style-type: none"> • Reading with a parent • Reading and writing the weekly letter sounds • Maths activities based on weekly topics and /or Mathletics • Speaking and listening activity linking to topics 	<ul style="list-style-type: none"> • Daily 10 minutes • 10 – 20 minutes over the week • 10 – 20 minutes over the week •
Year 2	<ul style="list-style-type: none"> • Reading with a parent • Spellings • Education City /Written activity / Punctuation/Grammar/ • Learn multiplication and division facts for X tables 2,3,5,10 • Maths activities as suggested on the school website and /or Mathletics • Speaking and Listening activity- talk/presentation 	<ul style="list-style-type: none"> • Daily 10-20 minutes • Daily 5 – 15 minutes • 1 x per week 30 minutes • Regularly over the week • As and when • 1 x per half term
Year 3/4	<ul style="list-style-type: none"> • Reading - out loud/ shared • Spellings • EducationCity activities set per half term • Occasional research set for a topic/project • Mathletics activities set weekly • Learn multiplication and division facts for X tables 3,4,8 (Times Table Rock Stars) • Speaking and Listening activity- talk/presentation 	<ul style="list-style-type: none"> • Daily 15-25 minutes • Regularly over the week • 1 x per week 30 minutes • 1 x per week 30 minutes • Regularly over the week • 1 x per term
Year 5/6	<ul style="list-style-type: none"> • Reading • Spellings • EducationCity activities set per half term • Project/ research activities, Grammar, Writing • Mathletics activities set weekly • Revision of multiplication and division facts for X tables up to 12 × 12 (Times Table Rock Stars) • Speaking and Listening activity- talk/presentation 	<ul style="list-style-type: none"> • Daily 20-30 minutes • Regularly over the week • 1 x per week 45 minutes • 1 x per week 45 minutes • Regularly over the week • 1 x per term