




# Home Work Policy

Policy Originator	Campsbourne School
Governing Body Committee	Curriculum and Standards
Status	Recommended
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Review period	Annual
Signed by Chair of Curriculum and Standards	

## **Rationale**

### **What does the research say?**

The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and educational achievement. They do this by supporting schools to improve outcomes through better use of evidence. We use their research to make informed decisions about teaching and learning.

The research shows that homework can have a positive impact on improving outcomes although this is stronger in secondary schools than primary and is not particularly significant. It is also clear that the quality and focus of the task set is more important than the quantity of work. In fact, there is some evidence to show that the impact of homework diminishes as the amount of time children spend on it increases.

Parental involvement in supporting children with learning is key but should focus on parents supporting their children by encouraging them to set goals, plan and manage their time and emotions. This type of support can help children to regulate their own learning, and will often be more valuable than direct help with homework tasks.

Common homework activities in primary schools tend to be reading or practising spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests.

### **What issues do we need to consider?**

We are very aware that children at Campsbourne come from a wide variety of backgrounds and family structures which we need to consider. We also need to consider:

- Access to technology;
- Access to a quiet space for completing learning;
- Time parents may or may not have to support their children;
- If and how engagement is monitored;
- Workload for staff.

### **Home Work at Campsbourne**

Considering the research available and our belief that childhood is a precious time we do not think it is either desirable or beneficial for children to be completing large amounts of homework. We recognise that not every activity will capture children and parents' imagination but we aim to set homework that is enjoyable and manageable for all concerned and that if it becomes a burden or source of conflict it ceases to be a constructive aspect of teaching and learning. Where we use online resources, we choose these carefully focusing on those which can be easily accessed on devices such as mobile phones which are more prevalent than more expensive items such as tablets and computers.

We do not specify amounts of time that must be spent on a task, preferring to allow families to set their own routines.

### **What is home work?**

We define home work as any activity that the school asks children to undertake outside of school lesson time, either on their own or with the support of family members.

We carefully choose activities which will: Inform parents about work going on in class;

- Stimulate enthusiasm for learning;

- Provide opportunities to rehearse key skills such as times tables, doubling facts, addition sums, spellings and handwriting;
- Help to foster good habits of organisation and self-discipline in preparation for Secondary School.

We have a strong commitment to parental involvement and see home work as one way of developing this partnership. We do not see it as our role to dictate what should, or should not, be carried out in your time. We believe it is our responsibility to provide guidance and access to resources that enable you to support your child with their learning at home in a way that fits in with your family's schedule.

### **What home work is not?**

Homework does not replicate the classroom. Teachers spend significant amounts of time planning lessons with activities carefully chosen for individual children which may include additional resources and support to ensure they are able to work towards the chosen learning objective. It is not possible to replicate this for home work.

Where possible teachers plan differentiated homework activities so that children are able to choose tasks which they are able to complete or we provide access to online programs which assess children's progress and set activities accordingly.

### **Our Routines and Expectations**

All classes from Reception to Year 6 are given homework on a Friday. Teachers send a short letter home outlining what home work is being set. This letter also provides an overview of the learning that will be covered for the forthcoming week. A paper copy (See Appendix A) is handed out to children and an electronic copy is emailed to parents.

The work should always have been explained and discussed in class before coming home; it may be a continuation of classwork, or a maths game already familiar to your child.

In our half termly curriculum newsletter teachers explain what topics the children will be learning about in the weeks ahead. Where possible we identify activities such as trips to museums or galleries which families may want to do with their children.

### **How do we mark / assess homework?**

Children in the infant school have a reading record which parents are asked to complete each week. Teachers will aim to respond to any queries as soon as possible.

All classes in years 1 to 6 assess the impact of home work by conducting short quizzes e.g. spelling, timetables each week, reading with children.

### **Reception**

#### **Phonics and Reading**

Children are given key sounds, which they are learning in class each week.

These sounds are the building blocks of the English language and without the ability to securely recall sounds quickly, children will struggle to blend and segment sounds for reading and writing respectively.

A couple of good ideas include putting magnetic letters on the fridge, or exploring key words before reading in the evening. Practicing recalling them frequently will take no longer than a minute and will have a big impact on your child's ability to develop their reading and writing skills. The key is to do it frequently!

Children are given words which use the sounds they are being taught that week and a few Common Exception Words to learn to read and write.

We do this because learning these words helps children begin to read simple phonetically decodable books and helps develop children's fluency, as they will learn to read words without having to decode. Again, putting key words on the fridge or placing them in different parts of your home as a 'word hunt' works really well as a way to practice them for a few minutes each day.

Children are given two books each week: a book from the school library for parents to enjoy reading with them (*You Read*) and, as soon as the children demonstrate an ability to blend known sounds, phonetically decodable books are sent home (*I Read*). This usually happens at some point in the autumn term.

### **Maths**

Children are given maths work in line with the topic they are learning in class.

### **Handwriting**

Children are encouraged to practise their hand writing skills using Letter-join. Regular practise supports the development of consistent and confident hand writing skills. The log in details are on our school website.

### **Understanding the World**

Sometimes children may be asked to investigate certain topics further in order to come and share in class e.g. rainforests, specific religions or festivals, continents, countries, life cycles of animals/ insects that interest them, or something that has captured the interest of the class.

## **Year 1**

### **Phonics and Reading**

Children are given key sounds which they have been learning in class to practise recalling.

Children are given three books each week: a book from the school library for parents to enjoy reading with them (*You Read*), a phonetically decodable reading scheme book (*I Read*) and, when they are ready, a Big Cat reading scheme book (*We Read*).

Reading everyday with your child makes all the difference. The key is creating a routine so it happens daily. Sometimes they will be tired and struggle, when this happens only read a little bit, even if it's only a couple of pages, or alternate pages so you read one and they read another.

### **Spellings and Handwriting**

- Children are provided with spellings using the sounds being taught in class and common exception words.

### **Maths**

- Children are given accounts on White Rose 1 Minute Maths App / Website and Numbots where they can practise recalling basic number facts and adding and subtracting
- Information about what the children will be learning the following week in class.

## Year 2

### **Reading**

Most children are given a book from the school library to enjoy reading with their parents and a Big Cat book which they should be able to read independently, although there may be the odd word they need help with (We Read). Some children may also be given a phonetically decodable book which they should be able to read independently using the sounds which they know.

Please keep reading with your child. They should become more independent as they move through year 2 but even if your child can read well it is still very beneficial to read with them every night. Once children have finished the Big Cat Books they are given an Accelerated Reader account and move on to 'real books' which they can choose from their classroom or the school library.

### **Spellings and Handwriting**

Each week children receive 10 spelling words which is a mix of spelling pattern and common exception words. In Year 2 children begin developing a joined script. Research shows that there is a strong correlation between good joined handwriting and a child's spelling ability, which is why the two skills are practised together.

### **Maths**

Children are given accounts on White Rose 1 Minute Maths App / Website and Numbots where they can practise recalling basic number facts and adding and subtracting. They are also given an account on Times Tables Rockstars accounts, which is an online maths resource with lots of fun activities that provide children with opportunities to practise times tables.

## Years 3 to 5

### **Reading**

Children should be reading every day for at least 20mins. Children take a test, which provides them with a reading band. The children then choose books, within their band, from the school library or their class. Once they have finished reading their book they take an Accelerated Reader Quiz on a school tablet or in the ICT room. Once they have passed 10 Accelerated Reader Quizzes they will receive a special certificate.

Teachers also provide a simple comprehension activity for parents to discuss with your child.

### **Spellings and Handwriting**

Each week children receive 10 spelling words from their year group's curriculum. Children are expected to use a joined script when practising their spellings. This is because research shows that there is a strong correlation between good joined handwriting and a child's spelling ability, which is why the two skills are practised together.

### **Maths**

Children should be practising times tables every day. In order to do that, children can use the Times Tables Rockstars; an online maths resource which enables the children to practise their times tables skills through quick fire activities.

## Year 6

However, the expectations for children in Year 6 do increase. Expectations and consequences for not completing homework increase significantly in secondary school so children need to start forming good

habits managing their time and remembering when to hand in their homework. The increase in expectations is therefore a key part of the children's transition from primary school to secondary school.

In order to foster good habits of organisation and self-discipline in preparation for the demands of Secondary School, in addition to the homework for years 3 to 5 children in Year 6 are given the following homework tasks:

### **Spag.com**

Spag.com is an online resource for children to practise key grammar skills. Tasks will be set by teachers from Autumn 2.

### **CGP Study Books for English and Maths**

The children are provided with Study Books from CGP. These help children practice and consolidate the key skills they are expected to know by the end of Year 6. Maths and comprehension tasks are set by the teachers weekly for the children to complete.

Children in year 6 are expected to hand in all home work. If a child does not hand in their homework then a reminder is sent home asking for the home work to be completed.

## Appendix A

# Year 3 Homework Letter

↑  
KEEP  
CALM  
and  
stick me on  
the fridge!

Friday 20<sup>th</sup> January 2023

Dear Parents/Carers,

**Spellings:** This week we are focusing on Year 3 common exception words.

**Blue spellings:** accident, century, calendar, imagine, natural, promise, various, enough, address, breath

**Green spellings:** accident, century, calendar, imagine, natural, promise, various, enough, address, breath

**Red spellings:** brand, crisp, dwelt, flank, plonk, scalp, skips, spilt, swift, trump

The weekly spelling challenge for these words is on **Friday 27<sup>th</sup> January 2023**. Please ensure your child is also practising their handwriting and correct letter formation alongside their spellings.

**Reading:** Your child can select a reading book from the library each week, based on their AR colour level.

These should be at the correct level for their comprehension (their ability to understand, discuss and answer questions about what they have read). Please spend time reading this book with your child, asking them questions about the text to help them practise their comprehension skills as well as fluency. When your child has finished their book, they can take an AR quiz at home or in school.

**Library Days:** Due to Forest School, Hockney's library day will change to a Wednesday for this half term. Cameron's will remain on a Friday.

**Maths:** This week we have been learning how to multiply a 2-digit number by 10 and other multiples of 10. We have also been looking at related calculations and reasoning about multiplication. Please continue to practise the quick recall of 2s, 3s, 4s, 5s and 10 times tables.

Hit the button: <https://www.topmarks.co.uk/maths-games/hit-the-button>

TTRockstars: <https://ttrackstars.com/>

### Next week...

**English-** The children will use the plan that they wrote this week, to write their own "defeat the monster" tale. We will be focusing on writing an effective opening for our story.

**Maths** – The children will be learning how to multiply a 2-digit number by a 1-digit number.

**Science** – We will be exploring the forces of pushes and pulls.

**Religious Education** – The children will be learning about the parable of the paralysed man.

**Forest School** – This half of the term, **Hockney will go on Monday and Tuesday** afternoons and **Cameron on Wednesday and Thursday** afternoons. If you are able to volunteer to help out with one or more of these sessions, please talk to your class rep. Please ensure children are wrapped up warm and have waterproof boots and coats with them. **Please send in spare socks, in case your child's feet get wet.**

**Water bottles** – Please can children bring in a water bottle, so that they have access to water throughout the day.

Any questions or queries, please ask your class teacher.

Best wishes,

Jenny Vincent

[jennifer.vincent@campbourne.haringey.sch.uk](mailto:jennifer.vincent@campbourne.haringey.sch.uk)

Mr Ershan

[tershan.309@lgflmail.org](mailto:tershan.309@lgflmail.org)