

Policy & Procedure



Homework Policy

2020-2023

This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Spring 2020 **and will be reviewed again in Spring 2023**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Chellaston Junior School

Homework Policy

Aims and Vision

Chellaston Junior School



“Together we are **stepping to success**. Together we are **working to achieve our best**.”



Our aim In striving to become an outstanding school, at CJS we will help ALL pupils to be:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society



Aims of the Policy

- to ensure consistency of approach throughout the school,
- to ensure progression towards independence and individual responsibility,
- to ensure the needs of the individual pupil are taken into account,
- to ensure parents/guardians have a clear understanding of the expectations placed on them, and the pupil, by the school,
- to improve the quality of the learning experience offered to pupils,
- to support the learning experience via reinforcement and revision,
- to provide opportunities for parents and pupils to work together to enjoy learning experiences,
- to encourage children to develop long-term strategies for future needs,
- in Year 6, to prepare children for transfer to the next phase of their education,
- to extend learning opportunities for more able pupils by enabling them to take ownership over their learning.

Our Homework Policy supports our Curriculum Intent

At Chellaston Junior School, we ask, “**Why?**”. Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask ‘why?’ and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils’ **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking ‘why?’

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

Homework can be a useful way of consolidating and extending learning.

It can be a regular example of home and school working together to support children’s learning. In Year 6, it can be a very useful way to introduce children to the expectations of secondary education, where homework will be a daily requirement.

Examples

- a reading book, or books, which is/are taken home each day for reading practice,
- exploring spelling patterns,
- over a period of time, learning multiplication tables – usually begins in Year 2,
- to finish an account or story,
- to complete a drawing/design which does not need any more class time devoted to it,
- to use notes or a simple framework of ideas to produce a piece of work,
- to complete an exercise which helps to consolidate some learning introduced in the classroom – “show me what you know about.....?”,
- to give the child(ren) more practice in a process or method learned in class,
- a piece of research – “what can you find out about?”,
- an activity – “make a chart of”,
- an observation – “keep a record over a few days of”,
- a pupil may decide to pursue further an interest from a study theme, by using books or other sources at home; visiting a library; using a computer encyclopaedia; making a model or diagram.

Types of Homework at Chellaston Junior School

Parental surveys have demonstrated that it is difficult to meet the expectations of *all* parents. Some feel that we give *too much homework*, some say ‘*too little*’. To combat this, we provide a number of homework options, and children/ parents can decide how many to complete each week. There are important tasks such as spellings, times tables and reading that we feel children should complete on a regular

basis each week (we call these **compulsory homework tasks**). Other homework tasks are **optional**; Some weeks, children may want to do homework on something that they did that was really exciting during an evening/ weekend/ holiday; this is great and is another opportunity for children to think creatively about what they have learnt and how to show it. *Creative (optional) homework* projects will be set for around once every half term and will provide children with open ended opportunities to produce vibrant and exciting projects on different topics.

It is expected that parents will support their children:

- by taking an active interest in their child’s homework,
- by encouraging them and praising their efforts,
- by supporting them in particular tasks,
- by helping them to devise strategies for remembering facts,
- by supervising and enabling them to complete tasks,
- by keeping in touch with the class teacher through the Home/School Diary,
- by reminding them to hand in any optional homework on time,
- by noting when a reasonable amount of time has been spent on a homework task and making the decision to stop, if necessary, before completion (and informing the class teacher of this decision).
- To speak to the school at the earliest opportunity if homework is causing family difficulties. We do not want homework to get in the way of positive family time.

The school will ensure that:

- tasks set are reasonable and matched to the pupils’ needs;
- always acknowledge completed homework (with a signature, smiley face and/or comment);
- support and listen to parents who ask for our help;
- have systems in place in each classroom to ensure that they are alerted if parents have written in the home-school diaries;
- reward children for the effort required to complete homework tasks

CJS Homework Guidelines:

Yr Grp	Compulsory Homework	Optional Homework
All Years	<ul style="list-style-type: none"> • Reading – Children should be heard to read regularly – we would ask for at least <u>4 times per week</u> for at least 15 minutes. This means ‘any’ book and does not just need to be the child’s ‘reading book’. A book of interest to them is just as valuable. • Times Tables Rock Stars - a mental maths homework challenge for children – you’ll need your username and password to log in – this should be <u>at least twice per week</u> • Spellings – your child will have a weekly list of spellings to learn. The list will either be: <ul style="list-style-type: none"> ○ High Frequency Words – essential learning for your child ○ Word lists from Spelling Shed – linked to the whole class teaching of spelling words ○ Year Group Spellings – a list of words from the National Curriculum year group spelling lists 	<ul style="list-style-type: none"> • Creative homework – <i>this is a topic based homework that children can complete in their preferred way. Teachers will give a range of ideas for the pupils to produce a creative piece of work</i> This will be set once per half term.

In Year 6, in the summer term, we will increase the amount of homework for pupils as part of the transition to the next phase of their education.

Communication

Details of each week's homework expectations will be written in each child's home-school diary. This will include:

- The date the task was set
- The deadline for the task to be handed in
- Details of what the task entails
- An indication of both Compulsory and Optional homework tasks (making it very clear which are which).

The homework priorities for CJS are:

- Reading
- Times tables
- Spellings

Supporting your child with homework:

At all levels, a brief written comment, or even a tick with a date can indicate that parents or an older family member have supported the child in a homework task. It may simply be that a parent has heard a child read or that their child has completed a number of goes on Times Tables Rock Stars. It is very helpful to the class teacher when this is done regularly.

Each year group follows a topic each term. These involve several areas of the curriculum. To help parents and children get more from their wider curriculum study, the class teacher will provide a curriculum map for parents at the Parents information Evening in July/September each year. It is important to note that information contained in the curriculum maps is subject to change at any time according to the learning needs of the pupils.

Support for children who don't manage to complete the homework tasks:

If pupils don't complete the reading homework, we will provide the following support in school:

Year 3/4 – in class additional reading support outside of lesson time;

Year 5/6 - reading club which is run in by the year groups at set lunchtimes.

Rewards

Pupils will get a homework Dojo point for completing all of the compulsory homework in a given week. Teachers will also use Dojo points to reward children who complete the optional homework (as long as they have also completed the compulsory homework for the half term).

Assessment

- To be fair to children who may not be able to have help from their families, homework will be evaluated, and credit given for effort, but it will not be a part of any formal assessment process within school.
- However, regular homework tasks, such as learning multiplication tables through TT Rock Stars, may help children to perform at a higher level in formal assessments carried out in school.

- It is important that teachers take the time to comment upon homework in order that parents can see that we value the effort that is put in at home

Equality Statement

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.