

CHEPSTOW HOUSE



EYFSR, KS1, KS2 and KS3 Policy For Homework September 2021 - August 2022

Policy Reviewed by Lucy Ritchie

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This Policy was created 2010 and has been reviewed annually since.

Chepstow House School - Homework Policy

Chepstow House **Homework Policy**

At Chepstow House, homework is set in order to allow parents to celebrate and reinforce their child's learning at home. All children take a reading book home each evening to read, look at or to read alongside parents. On a Friday Weekend Talk is sent home. This is an opportunity to promote discussion around an interesting topic that can involve the whole family.

At first homework should be completed with adult support and supervision but by Year 2 we expect all children to work independently at a task before seeking parental guidance. Ideally homework should consolidate, or finish off work carried out at school. It should be able to be completed by the majority of pupils within the allotted time.

Above and beyond the whole school reading and weekend talk homework policy:

- Reception will have handwriting, phonic and high frequency word practice. Key Stage 1 will have spelling, literacy and mathematical tasks. Key Stage 2 will have spelling, English and mathematical tasks as well as Science and French (from Year 4)
- Individual children experiencing difficulties with particular work may be given extra work to complete at home to help their educational progress.
- Some groups of children may be asked to research a particular topic e.g. Year 6 presentations, science special projects
- Individual children may be asked to complete unfinished work at home.

Details of individual year groups homework is set out below. The parents are informed of the homework requirements in the parent handbook.

RECEPTION CLASS

Reading – Children are encouraged to read out loud, or enjoy a book with an adult, for 10-15 mins every day. The book will either be from the reading scheme or chosen by the child from the library. Both parents and teachers communicate daily in the reading journal. Make sure that positive reinforcement is given and where appropriate advice on developing reading skills.

Jolly Phonics – As we follow the Jolly Phonics scheme, phonics sounds need to go home daily, in the first term, to be practised.

Sight Words - Will be sent home as and when appropriate.

Handwriting – Correct letter formation from the start is very important. Cursive letter formations are introduced to children using The TRTS scheme. Where necessary, parents can help their children at home. Handwriting patterns to help with the flow of the writing can be given to be practised at home. A copy of the correct letter formations, which can be found on the teachers shared site on the computer, needs to be sent home at the start of the academic year.

YEAR 1

Reading - Children are encouraged to read out loud, or enjoy a book with an English speaking adult, for 10-15 mins every day. Both parents and teachers communicate daily in the reading journal. Make sure that positive reinforcement is given and where appropriate advice on developing reading skills.

The library books are the children's own choice. Some guidance is given but do not worry if this book seems too hard or too easy, as it is a book for the parents and child to share together. If necessary phonic sounds need to go home daily to be practised.

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Spelling - The children are given spellings that need to be learnt over a week. This is a combination of irregular spellings and phonic based words. The children are tested on the first 200 high frequency words each term. The list can be found on the staff shared site on the computer. It is from these that the individual words are given. The irregular words are individual to each child.

Maths – Schofield and Sims First Mental Arithmetic Books (1,2,3) are given weekly for homework. The children complete one session per week. The children are also encouraged to learn number bonds, doubles and halves before moving on to times tables. This is in preparation for a weekly test.

Literacy – From the Spring term a grammar based homework activity is given weekly.

YEAR 2

Reading - Children are encouraged to read out loud, or enjoy a book with an English speaking adult, for 10-15 mins every day. Both parents and teachers communicate daily in the reading journal. Make sure that positive reinforcement is given and where appropriate advice on developing reading skills.

The library books are the children's own choice. Some guidance is given but do not worry if this book seems too hard or too easy, as it is a book for the parents and child to share together. If necessary phonic sounds need to go home daily to be practised.

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Maths – Schofield and Sims First Mental Arithmetic Books (4,5,6) are given weekly for homework. The children complete one or two sessions per week. A homework activity based on the concept being taught in maths is also given out once a week. These will be differentiated for each of the streamed groups and set by the teacher responsible. The children are also expected to learn their times tables at home in preparation for a weekly test.

Literacy – A comprehension activity is set weekly. This is differentiated to their guided reading ability groups. A second activity is also sent home weekly either based around creative writing or a grammar and punctuation task.

Recommended time spent on Homework

Further to the 10-15mins reading we expect the individual literacy and maths activities to take no longer than 20mins. They need to complete one column of spelling a day which should take no longer than a few minutes. Extra practice of the spellings and the learning of mathematical facts including number bonds and time tables should be mapped into everyday life e.g. while walking to school, on a car journey etc.

KEY STAGE 2

Children receive homework every day. This supports classroom lessons and is an opportunity for each child to reinforce the day's learning.

Maths Schofield and Sims workbook homework is given weekly to be done independently by the child. The English homework will be in a variety of formats including making cross-curricula links to topic work such as History.

Science (Year 3 onwards) and French (Year 5 onwards) homework are set by the specialist teacher and activities are to be completed before the next lesson.

In addition each child should be encouraged to spend a further 20 minutes every day on reading. Learning of spellings and times tables is also expected throughout the week.

The spelling is based on the Prim Ed scheme. The children learn a set of words over 2 weeks. They are then tested at school every second Friday.

We recognise the importance of every day reading at Chepstow House School, therefore children are encouraged to discuss their book with an English speaking adult, every day.

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The children should be focusing on developing their expression, use of punctuation, learning the meaning of new words and on questions regarding the plot of the story or literacy features used by the author.

KEY STAGE 3

Children receive homework every day in up to two subjects alongside reading pages. Daily homework activities should not take longer than 1 hour and 30 minutes in total.

Reading – Selected pages from the guided reading book being read in class.

Maths – Times Tables, Schofield and Sims Mental Maths, Problem Solving and Topic based maths

English – Spelling, comprehension, extended writing in a range of genres.

Subject specific homework will be given regularly in Years 7 & 8. Priority should be given to Common Entrance subjects.

Common Entrance Revision (Year 8) – homework packs will be available with past papers and revision materials for each subject

Recommended time spent on Homework

Further to the 20 mins reading we expect the individual subject activities to take 30 mins no longer than 45 mins (Year 3), 45-60 mins (Year 4), 60- 90 mins (Year 5-8). They need to complete their spelling exercises each day which should take no long than a few minutes.

Marking of Homework

All homework should be marked by the teacher and marked before the next homework is set. A timetable of homework days and due in days should be given out to the parents at the beginning of the year.

Spelling and literacy based activities will be marked with a constructive comment.

Concept based maths activities will also be marked with a constructive comment.

Mental Maths work will be marked and corrections highlighted for the children to go back and fix.

Homework and Absence from School

Children who are absent from school for more than one or two days through sickness will be given reading and suitable work on application to the class teacher.

Children who are granted authorised absence from school will be given homework that the teacher thinks is appropriate for the situation.