

# Batheaston Church School

Bath and Wells MAT, School Lane, Northend, Batheaston, Bath, BA1 7EP

*"That they may have life, life in all its fullness" John 10:10*

**Dream...Aspire...Achieve**



## Introduction

The school policy for homework was developed and agreed by the whole staff and the policy is due to be approved and ratified by the Governing Body during the 2020-2021 academic year.

## Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to children and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practice or consolidate basic skills and knowledge, especially in maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 children for the transfer to secondary school.

## What will homework look like?

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework, there are a number of points to consider:

1. The nature and type of homework changes throughout a child's school career.
2. Amount and frequency of homework should increase as a child gets older but we would ask parents to limit the amount of time spent on homework, according to the suggestions below - it is about the routine and development of independent working skills rather than time spent on the homework.

3. Homework should not cause undue stress on the child or family. Please do see the class teacher if there are any issues or questions. Time extensions, different ideas and specific support can all be suggested by the teacher.
4. KS2 topic homework will not necessarily come in the form of a written task and children will often be encouraged to decide how to present the information researched, eg labelled diagram, poem, model, pamphlet etc.
5. Homework should be set regularly from the Foundation Stage to Year 6.
6. All research links home reading (and sharing books and reading to your child) to a more successful progression in reading skills for all children. If your child doesn't want to read or if it is difficult to find the time, please do ask school for help. We can work together to support your child at home.
7. Homework will often be set through assignments on Microsoft TEAMS and will be responded to by the class teacher. Children who do not have access to TEAMS may request a homework book whereby paper copies will be sent home to be completed and returned by the due date.

## **Homework Activities**

Listed below is our school's homework programme for each year group. This is by no means an exhaustive list and is open to change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the children involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist children in the process of their academic development.



Year	Class	Activity	Frequency Duration	Feedback
3	Elm	<p><b>Reading with an adult</b> Reading at least three times a week at home reading either school levelled book or a book of your own choice. What is read is recorded on homework sheet.</p>	3 x weekly	Reading Record
		<p><b>English</b> Comprehension tasks based on a short extract to check on children's vocabulary, inference, prediction, explanation and summary skills</p>	Weekly	Online feedback or marked in class
		<p><b>Maths</b> Practice specific times table for the week, games and activities to be given out for each week or an activity based on the learning in class</p>	Weekly	Part of routine class assessment
		<p><b>Spellings</b> Spelling lists given out each week based on statutory word lists, reviewing some of the year 2 statutory word and topic words if needed.</p>	Weekly	Part of routine class assessment
		<p><b>Topic</b> May be handed out termly in the form of a project or research</p>	Termly	

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## Hazel

<p><b>Reading with an adult</b> Reading at least three times a week at home. When you child reads with you please make a note of this on the attached Reading Homework Sheet on Teams so that we can monitor their reading.</p>	<p>3 times a week 15 mins</p>	<p>Reading Record</p>
<p><b>English</b> Comprehension tasks based on a short extract to check on children’s vocabulary, inference, prediction, explanation, retrieval and summary skills <b>or</b> a written task to practice writing skills</p>	<p>Weekly</p>	<p>Online feedback or marked in class</p>
<p><b>Maths</b> A short maths activity building on the unit of work the children have been accessing at school for consolidation and confidence building. Practice specific times table for the week, games and activities to be given out for each week. Times Table Rockstars is also a great way to practice.</p>	<p>Weekly</p>	<p>Online feedback or marked in class</p>
<p><b>Spellings</b> Spelling lists given out each week based on statutory word lists. The children will be sent home with a copy of their current spelling fish.</p>	<p>Weekly</p>	<p>Part of routine class assessment</p>
<p><b>Topic</b> May be handed out termly in the form of a project or research</p>	<p>Termly</p>	

Year	Class	Activity	Frequency Duration	Feedback
5	Maple	<p><b>Reading independently or with an adult.</b> Reading at least three times a week at home. Reading can be based on your AR reader level or a book of your own choice. You then record what have you have read in your reading log.</p>	3 times a week 15 – 20 mins	Reading Record
		<p><b>Maths</b> Maths homework will be given out based on the Maths week’s learning. Sometimes, Maths homework may be a revision task in order to consolidate their learning.</p>	Weekly	Online feedback or marked in class
		<p><b>English</b> Comprehension tasks based on a short extract to check on children’s vocabulary, inference, prediction, explanation and summary skills. Practice specific times table for the week, games and activities to be given out each week.</p>	Weekly	Online feedback or marked in class
		<p><b>Spellings</b> Patterns or words to learn (e.g. high frequency words)</p>	Weekly	Part of routine class assessment
		<p><b>Topic</b> A range of Topic tasks will be set where you choose one task to complete by the end of each half term. (This will begin in Term 2)</p>	Termly	

<p><b>Reading independently or with an adult.</b> Reading at three times a week or more at home, this can be alone or to someone. Reading either school levelled book or a book of your own choice. This can be recorded on Teams via forms posted on the reading channel weekly.</p> <p><b>Maths (Week A)</b> Fortnightly, maths will be set in line with what we are learning in class that week. This will be differentiated must, should and could. All workings out can be done on scrap and can be uploaded as an image alongside answer sheet.</p> <p><b>Times tables (Week B)</b> Fortnightly, practice specific times table for that week, games and activities links will be given alongside Timetable rockstars.</p> <p><b>Reading Comprehension (Week A)</b> Fortnightly, reading comprehension will be set. Which will be a pdf text with set questions either on an editable sheet or via forms.</p> <p><b>English (Week B)</b> Fortnightly, English will be set in line with what we are learning in class. There may be a specific SPAG element to this task.</p> <p><b>Spelling:</b> All children should have a new spelling fish which was given at the start of term. A copy is on our class page if needed. Children are tested weekly on a random 10.</p> <p><b>Topic</b> May be handed out termly in the form of a project or research</p>	<p>On-going</p> <p>Once a fortnight</p> <p>Once a fortnight</p> <p>Once a fortnight</p> <p>Once a fortnight</p> <p>Weekly</p> <p>Termly</p>	<p>Homework book managed by child, signed by adult</p> <p>Online feedback or marked in class</p> <p>Part of routine class assessment</p> <p>Online feedback or marked in class</p> <p>Online feedback or marked in class</p> <p>Part of routine class assessment</p>
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\*Homework may change in content and quantity in the run up to Key Stage 2 SATs.

## **Homework that is not completed**

Unless a note or message has been received from a parent or carer, Y5 and Y6 children will be expected to complete homework during their free time at school if it has not been handed in. Y3 and Y4 children may be asked to read during their free time at school if reading records show little evidence of reading taking place at home.

## **Role of the Head teacher and Governing Body**

- To check compliance of the policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.

## **Role of Parents/Carers**

- To support the school by ensuring that their child attempts the homework set.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework, and they support the school by explaining how it can help learning.

At Batheaston Primary School, we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved, as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, we encourage you to talk to your child's teacher.

## **Equal Opportunities**

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated, e.g., spellings and online maths, or set homework that is accessible for all like topic ideas and reading books at each child's individual level.

Batheaston Primary School is committed to creating a positive climate that will enable everyone to work free from intimidation or harassment and to achieve their full potential. We are committed to supporting children whose families do not have access to the internet in a variety of ways.



## **Feedback**

Wherever possible, staff should try to mark any homework that is returned by children. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework and giving children feedback on how well they have met the objectives of the work. Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual children or to groups of children.

## **Absences**

If a child is absent due to illness, the teacher will not send homework home; the teacher will assume the child is too ill to work. If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. It is not possible to give homework when children take holidays during term time.

## **Conclusion**

We would like to request that parents or carers talk to their child's teacher if there are any issues with homework for whatever reason (reluctance, time issues, lack of confidence etc.). We will be keen to support your child to help avoid stress and build confidence and success.