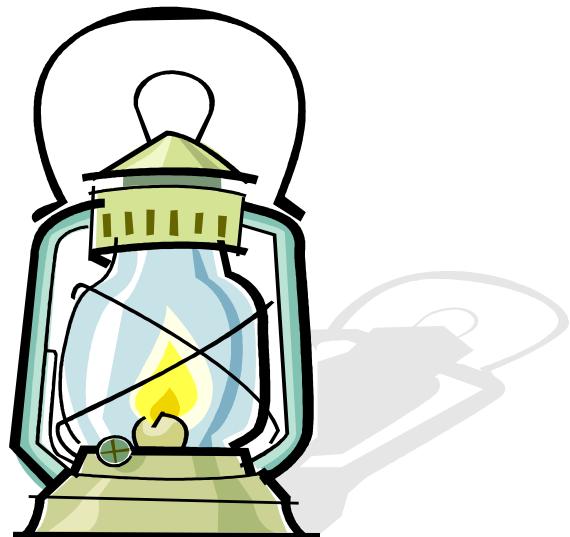




## ***HOMEWORK POLICY***



Spring 2022



*"Shine like a lantern in the presence of the Lord."*

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At St. Bede's school, we believe parents are the most important people in a child's development: pupils whose parents are involved with their education make better progress throughout their school life. Homework encourages parents to work with their children. The amount of homework and its purpose changes as a pupil progresses through the school.

### Aims of Homework

- To encourage parental involvement in pursuing the aims of the school
- To consolidate and reinforce skills and understanding particularly in English and maths
- To develop research skills
- To foster a responsible attitude to learning
- To help make pupils become independent learners
- To extend learning beyond the classroom
- To promote the skills of memory

All homework is set taking into account the range of ability within a class and marked appropriately, if handed in on time.

Parents are encouraged to ensure that their child spends an appropriate time on each part of their weekly homework.

### The role of parents and carers in supporting pupils

In general terms parents and carers should be encouraged to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework ~ alone or, more often for younger pupils, together with an adult ~ or help pupils attend other places where homework can be done, such as homework clubs or study support centres.
- Make it clear to pupils that they value homework, and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed homework.

### Special educational needs

Setting appropriate homework for pupils with special educational needs, which does not demand too much or too little of pupils and their parents, needs close co-ordination between class teachers, the SENCO and parents. Tasks should:

- Have a very clear focus and time-guideline
- Give plenty of opportunities for pupils to succeed
- Help develop social as well as other skills where necessary
- Be varied and not purely written assignments
- Be manageable for teachers

### EARLY YEARS FOUNDATION STAGE (EYFS)

In nursery, a newsletter is sent home every week communicating to parents the activities and learning that has taken place. Suggestions are made of ways in which learning can be reinforced.

In reception, children have their reading books changed once per week. Reading Record books are used by parents, teachers and learning assistants as a tool for communication. The teacher or learning assistant will write in a focus for the week where applicable. Parents are expected to reinforce phonics at home and work through the reception high frequency words (which can be found on the school website). A "little and often" approach is much more beneficial than sitting pupils down for long periods of time where they lose interest and concentration. 5-10 minutes per night is recommended. The reception news allows you to see exactly what learning has taken place that week so that you can reinforce this learning at home.

## **READING**

Reading homework is dedicated on reading with your child three times a week for 10 minutes, focusing on your child's target, which is recorded by class teachers on GoRead under the title of 'Reading Targets' each half term. You are asked to make a comment regarding your child/rens reading each night. Parents are provided with a space to record difficult words if relevant. Comments and difficult words are seen and read by class teachers.

## **TIME TO SHINE**

"Time to Shine" writing homework (see Appendix 1) is given each week on a Friday as a "talk topic" this means that the task should be discussed with an adult before completing; it is very important that you discuss and support your children with this task. Tasks set could include a conversation with someone at home, creating a brainstorm of their ideas or drafting a section of a written piece of work to aid their writing in class. Time to Shine writing in Years 2- 6 (Year 1 from Spring term) takes place every three weeks. The children are taught the same genre over a three week period. Time to Shine homework is not explicitly marked by class teachers each week, but is checked for completion. Children will use it to guide the drafting, editing and polishing during English Writing lessons that is explicitly marked daily by class teachers.

## **SPELLINGS**

Each pupil from Years 1-6 will be given a set number of spellings each week. Children are given mixture of phonic sounds, high frequency words and spelling patterns dependant on the year group (more information can be found in the schools English Policy). The pupils will be asked to learn these spellings, put them into sentences, find words with the same pattern or other tasks that will help children memorise these words. They will then be tested on these spellings on a Friday. The number of spellings increases as the children grow older. See Appendix 3.

## **MATHS**

Homework will be given once a week in Y1, Y2, Y3 and Y4; and, twice weekly in Y5 and three times a week in Y6. The amount of homework increases as the children grow older. In Y6, it is 30 minutes on each of the three evenings. See Appendix 2. The homework will consolidate work covered in lessons.

## **TIMES TABLES AND MATHS FACTS**

Times tables and maths facts will be given weekly from Year 1 upwards. These are tested on a Friday.

## **NON-COMPLETION OF HOMEWORK**

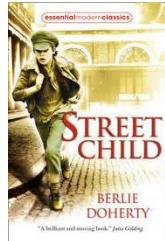
Reading set teachers check GoRead on a Monday morning to ensure regular reading is occurring at home. Those children who do not read a minimum of three times a week receive an emailed letter for non-completion of homework. After three instances of non-completion in a half term; reading set teachers make phone contact with parents and offer any support. If regular reading at home doesn't occur after this initial contact; the relevant Key Stage English Lead makes contact with parents to follow-up and offer additional support where required.

**APPENDIX 1 –**  
**Time To Shine Timings**

<b>Year</b>	<b>Amount</b>	<b>Set on a</b>	<b>Handed in on a</b>
<b>1</b>	10 minutes	Friday	Tuesday
<b>2</b>	15 minutes	Friday	Tuesday
<b>3</b>	15 minutes	Friday	Tuesday
<b>4</b>	20 minutes	Friday	Tuesday
<b>5</b>	40 minutes	Friday	Tuesday/ Wednesday/ Thursday
<b>6</b>	60 minutes	Friday	Tuesday/ Wednesday/ Thursday



## ‘Time to Shine’ Homework Y6



Friday, 14<sup>th</sup> September 2021

Dear Families

As part of your child’s ‘Time to Shine’ homework they have been given a ‘topic’ to work with you at home. It is very important that you discuss this topic with your child as they will have to draft, edit and polish their writing over the next three weeks.

We would be very grateful if you could turn off the T.V or radio etc. and give quality time to support your child. Research has shown that children do best with their writing when they have had the opportunity to speak about a topic and listen to other people’s point of view.

Your child’s writing this half term will be centred around ‘Street Child’ by Berlie Doherty; over the next three weeks they will be writing an informal letter as one of Jim’s sisters writing to Jim. It is essential that your child writes their letter in draft at home (not in note form and bullet points) so they can continue their writing journey in class in line with their peer group.

To support their writing journey:-

1. Please encourage your child to read Street Child at home.
2. Please read the below example of a past pupil’s letter.
3. Use the internet for key features of an informal letter -  
<http://www.bbc.co.uk/bitesize/ks2/english/writing/letters/read/4/>
4. Use the attached informal letter checklist.

Thank you for your support

The Year Six Team



My dearest brother Jim,

This letter is about how I am, how you are, but most importantly what is going on. I am trying to hold back the tears while I write; I hope I don't smudge the ink!

Lizzie and I have been helping out in the big house but we are definitely not happy! We nearly got caught by the Lord of the House but luckily Rosie and Judd saved us. I am constantly worried about you and Ma. I want you to be safe - wherever you are - because I love you so much. I am wondering if Lizzie is going to Sunbury; on that note... how is Ma? Better now is she?

So Jim, where are you? Hopefully not at the workhouse, I know Ma won't take you there! I hope you find somewhere safe to stay Jim! Lizzie and I really want you to have a good home and to live your life like a 'normal' boy. I know school is not an option, no family like us goes to school. I want you to be secure and out of harm's way most importantly though! You're not as frightened as you looked when you left the Lordship's house are you?

Please Jim don't be concerned about us... you get on with your life and if you do think of us only think about the happy times we had together! When I see you again I can't wait to give you a massive hug and tell you how much I have missed you. I can tell you something though - things will get better... I promise. To be honest Jim, I am not sure where to send this letter but writing this has definitely made me feel better. My feelings, well I am still so uncertain of what has happened! I feel dreadful that I had to leave you: I'm sorry... Life is very tough now but remembering our happy times makes me feel truly blessed to have you as my brother.

God bless you.

Love Emily

xxx

### CHECKLIST: INFORMAL LETTER

Features of a letter	Your Writing
Is the letter <b>formal</b> or <b>informal</b> ?	
Is the <b>address</b> in the top right hand corner of the page?	
Does the <b>date</b> of the letter come underneath the address?	
Does the letter start with Dear... or another type of <b>greeting</b> ?	
Is the reason for writing clearly given in the first paragraph?	
Is there a clear beginning, middle and end?	
Does it keep the reader interested - using well-chosen words?	
Has the letter been <b>signed off</b> correctly?	

**Maths Homework**

Year	Amount	Set on a	Handed in on
1	10 minutes	Thursday	Tuesday
2	15 minutes	Thursday	Tuesday
3	15 minutes	Thursday	Tuesday
4	20 minutes	Thursday	Tuesday
5	25 minutes	Monday and Wednesday	The following school day
6	30 minutes	Monday, Thursday and Friday	The following school day

**Weekly Spelling and Known Facts**

Year	Number of Spellings to learn	Correct answers required
1	10	6
2	12	8
3	15	10
4	15	10
5	20	15
6	20	17

Year	Number of Known Facts to learn	Correct answers required
1	10	6
2	20	15
3	20	Set A = 17 Set B = 15
4	20	Set A = 17 Set B = 16 Set C = 15
5	20	Set A = 17 Set B = 16 Set C = 15
6	20	Set A = 17 Set B = 16 Set C = 15 Set D = 15