



# DEANESFIELD PRIMARY SCHOOL

## Homework Policy

### 1. INTRODUCTION

This policy was drawn up after consultation with children, staff and parents and in line with DFE guidance.

### 2. RATIONALE

A child’s education is a partnership between home and school. To encourage learning to take place at both home and school, home learning is set as a link between the two. It is an opportunity for children to consolidate, extend and share their learning with parents.

We acknowledge the important role of play and free time in a child’s growth and development. While homework is important, it is not compulsory and should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

### 3. AIMS

The aims of homework are to:

- reinforce learning done in school;
- prepare for future learning in school;
- encourage children to work independently understanding the values of responsibility and self-motivation;
- encourage educational experiences not possible in school.

We aim for the home learning we set to:

- be fun and interactive wherever possible;
- ensure all homework is appropriate to age and ability.

### 4. ROUTINES

As children progress through the school the amount of time that they will ordinarily spend on homework will increase, and more independence will be expected. At Deanesfield we acknowledge the value different experiences and opportunities children have outside of school and the skills they are developing as part of the ‘hidden curriculum’, sportsmanship, etc.

It is recommended that children spend the following amount of time completing home learning activities which may also include the different experiences and clubs’ children access outside of the school day:

<b>Reception</b>	30 minutes per week
<b>Years 1 &amp; 2</b>	1 hour per week
<b>Years 3 &amp; 4</b>	1.5 hours per week
<b>Years 5 &amp; 6</b>	2 – 2.5 hours per week



**Article 29** - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment.



## 5. HOMEWORK GUIDANCE

### NON-NEGOTIABLES - READING:

Reading is one of our non-negotiables for all children as we believe reading to be one of the essential building blocks to children's learning. We believe that reading should promote children's love of reading, their imagination and creativity. Extensive research based on the impact reading has from an early age identifies that children who read for enjoyment every day not only perform well in reading compared to those who do not read, but also develop a broader vocabulary, knowledge and better understanding.

Evidence suggests that a child who is read to at the early ages of 1-2years old, score higher in reading tests at the age of 8-11 and for those at the age of 10-16, reading has a substantial effect on a child's cognitive scores in vocabulary, spelling and mathematics at the age of 16.

With strong research, we recommend Reading is prioritised for all children above all else, where all children are encouraged to read for at least 10-15 minutes every day. From Nursery this may start with parents reading a story to their child. As children progress we expect the child to read their weekly reading books to their parent. For older children, the amount of time spent will increase to involve more independent reading. A fluent reader should be reading for enjoyment for 30 mins a day minimum or 2-3 hrs a week by the time they reach the upper years in Primary school.

Further information on the importance of reading can be found on the links below:  
[benefits-of-reading---booktrust-2023.pdf](#)

[Reading to children is so powerful, so simple and yet so misunderstood | National Literacy Trust](#)

[How do we teach early reading? | East London Research School](#)

Supportive guidance on how you can support reading with your child can be found by clicking on the links below:

[Enjoy-Reading-Guide.pdf \(pearson.com\)](#)

[Tips for reading with your child | BookTrust](#)

[Phonics | Deanesfield Primary School \(deanesfieldschool.org.uk\)](#) (Early phonics for EYFS parents)

### FURTHER SUBJECTS:

We acknowledge and understand all families have their own family routines and commitments. However, in addition to reading, parents have the opportunity to access and support their child at home in other subjects of the curriculum to enhance and support learning taken place at school. Depending on the year group/key stage your child is in, this is broken down further:

### EYFS

In Reception children will consolidate learning taken place at school. Through our online learning platform, 'Bug Club Phonics,' children will be set work to consolidate all phonic sounds and tricky words introduced that week. Phonics is strongly linked to early reading and again is essential to support your child's early reading and linked to our non-negotiables. Children's reading books will be closely matched to their phonic knowledge through Bug Club Phonics. All Reception children will take home 2 reading books, differentiated according to their individual level.



**Article 29** - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.



Reading record books will be provided for each child in Reception where parents will be asked to make a daily comment or indication that they have heard their child read. A new reading book will then be issued. Across the week, all Reception children will have the opportunity to complete a home – link challenge set on the Google Classroom that will reinforce learning carried out at school.

## **KS1/2**

### **Reading (non-negotiable):**

Children in Years 1-3 will take home 2 reading bookings books that have been suitably matched to the age and stage of the child. Children in Years 4-6, will take home one reading book, which can be changed weekly. KS2, children who become independent readers will be able to freely choose a book from the school library.

All children, regardless of ability, will be provided with an additional opportunity to choose a library book weekly to build their love for reading.

Reading Record Books will be provided for each child in Reception to Year 6. In Reception, Year 1, 2 and 3, parents are requested to make a daily comment. In Years 4 to 6, children are increasingly encouraged to reflect on their own reading and carry out a response activity which may be shared with their peers in class; however parents are also welcome to make comments.

### **Writing**

All home learning will be set and accessed via google classroom. A stimulus for writing will be suggested weekly but children may choose their own activity and use the online platform to extend and challenge themselves if they wish. Children will be able to share what they have written in class on occasion and receive feedback. In Years 3 to 6, frequently used words, words related to their learning and/or words with common letter patterns will be identified. Children are encouraged to practice these at home.

### **Mathematics**

In Years 1 to 6, an investigation, activity or game that will consolidate learning may be provided.

All children have access to a range of online learning platforms; Mathletics, Numbots, TT Rockstars. This resource may be used to set weekly homework to consolidate learning across the school.

### **Other Subjects**

As children move through the school and can sustain study for longer, they will be offered opportunities to work on projects linked to learning themes.

## **6. The role of teachers and marking**

Teachers will assign weekly homework from Reception to Year 6 which will consolidate learning from the week or enhance learning in preparation for the following week.

Nursery children will have access to online videos, recorded by Nursery staff, to draw on and model new language and vocabulary for the week.

Teachers will mark and comment or provide answers, for homework that has been 'turned in' via the google classroom by the set completion day in each year group. Self and peer assessment may be used according to the school's assessment policy and under the guidance of the teacher who will maintain an overview through their day to day assessment procedures. Work 'turned in' after this day may not always get acknowledged.



**Article 29** - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.



The school can support families who are struggling to access the online learning platform at home. Parents can request for hard copies of the homework set or ask to borrow a school chromebook. This can be done through the child's class teacher in the first instant.

## 7. The role of parents

Parents are invited to help their children with homework tasks that are set by creating a positive and supportive environment that will inspire children to do their best. This can be achieved by:

- providing a quiet working space at home,
- sharing reading experiences with your child regularly;
- visiting the library regularly,
- making visits to places linked to topic work e.g. park/museum/art gallery, etc.;
- discussing the work that your child is doing;
- recognising when your child has made their best effort and has done enough (should this occur please communicate via the home/school link book); and
- praising good efforts and achievements.

Parents are the initial assessors of children's homework. If parents have any questions about homework, they can contact their child's teacher. All children from Reception to Year 6 are provided with a personal organiser for this purpose. Alternatively, you may arrange to see a teacher at the end of the school day if preferred.

### MONITORING & REVIEW OF POLICY

This policy will be reviewed bi-annually.



**Article 29** - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.