

# Godstone Primary and Nursery School



## Homework Policy

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**REVIEWED BY:** Nick Usher

**NEXT REVIEW:** January 2026

**WRITTEN BY:** Liz Hellier

Headteacher:

Nick Usher

Chair of Governors:

Liam McGivern

## **Aims and Intent**

Homework at Godstone Primary and Nursery School aims to ensure a consistent approach where home learning benefits and provides extended learning opportunities. The homework policy has taken into account feedback from the Parent Survey 2018. It incorporates a half-termly 'grid' of homework which is more flexible for parents to access with their children alongside weekly activities such as reading and spelling.

The homework will consolidate and reinforce learning from school to ensure that all children maximise their academic and social development. This will encourage the children to develop organisational skills, self-discipline and good work habits for the future. There is an emphasis on creativity and developing learning skills.

The aims above will promote a strong partnership between home and school in supporting each child's learning.

### **What is the role of the school?**

- To provide parents and carers with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents and carers with information about homework.
- To provide support for children with their homework.

### **What is the role of the teacher?**

- To plan and set homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To be available to talk to parents, carers and children about homework.
- To inform parents and carers if there is a problem regarding homework.

### **What is the role of the parent?**

- To support the child in completing homework.
- To ensure the child completes at least two pieces of homework to a high standard and hands it into the class teacher (in years one to six) alongside reading regularly and practising their spellings and times tables (age appropriate).
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.

### **What is the role of the child?**

- To ensure they have everything they need to complete their homework.
- To make sure they understand the tasks that have been set.

- To put in the same level of effort as would be expected of classwork.
- To take on board any feedback about homework.

## **The Process and Implementation**

### **Half-termly homework**

#### **Homework grids**

The homework will be set out in a grid format (Appendix One) which is grouped into four categories: research; draw and make; maths; and write. These four categories are then further subdivided into three ability set categories: 'Working Towards', 'Expected' and 'Greater Depth'. This will give each child the opportunity to complete a maximum of twelve pieces of homework over a half-term period. The minimum expectation is that two pieces of homework from the grid are completed and handed into school each half-term. The homework is designed to create independent learning opportunities where possible.

The nature of how the tasks are presented ensures a level of flexibility for the child and their parents. The decision as to which home learning tasks are completed, and when, encourages the child to take increased responsibility for their learning. The children do not have to do a set number of tasks in any one category and there isn't a time limit for doing each one. When children have completed a task, they should bring their work to school, where it will be acknowledged either through display, presentation and/or oral feedback.

### **Weekly Homework**

#### **Reading (Reception to Year Six)**

Children are expected to read every night and must ensure their reading record is signed by their parents/carers each time they have read; however, children must read a minimum of three times a week. The reading record will be checked daily by the class teacher or a teaching assistant.

#### **Spellings (Years One and Two)**

Spelling sheets are sent home weekly for children to practise the week's spellings. These spellings are also available on Spelling Shed for children to play the corresponding games.

#### **Spellings (Years Three to Six)**

Activities are set on Spelling Shed for children to complete. It is expected that children complete at least three games each week.

#### **Maths (Years One and Two)**

Children have access to appropriate activities on Times Tables Rock Stars if they would like to complete them.

### **Maths (Years Three to Six)**

Children are expected to access the activities set on Times Tables Rock Stars daily, however they must engage with them a minimum of three times a week to develop their fluency and recall.

### **Additional Year Group Specific Homework**

#### **Reception**

Weekly activities are shared on Tapestry each week for children and parents to engage with that follow on from the week's learning.

When the children have learned a new phoneme (sound) and the corresponding grapheme (letter or group of letters), a sheet will be sent home for parents to practise saying the sound and recognising the grapheme with their child. They can also practise writing the letter or group of letters again at home.

Once a phase of tricky words has been taught at school, two sets of cards are sent home with these words on for children to practise reading at home.

#### **Year Four**

Children are expected to complete the "soundcheck" practice test on Times Table Rock Stars weekly.

#### **Year Five**

A weekly grammar quiz is set on Spelling Shed for children to complete where possible.

#### **Year Six**

A Spelling Shed grammar quiz must be completed weekly.

Maths is set using the White Rose Maths Practice Journal (supplied by the school) and must be completed weekly.

*If children in Year Six do not complete their grammar quiz, spelling activities or maths practice journal then they are expected to complete these tasks at a lunchtime homework club.*

### **Complaints**

For details on the full complaints procedure see the complaints policy. The complaints policy is available on the school website and in the school office. Parents are encouraged to take any complaint or concern to a staff member in line with this policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible.

## Appendix One

### Year 2 Home Learning 4<sup>th</sup> January 2024 - 9<sup>th</sup> February 2024

In addition to the tasks below, you are expected to read daily, learn your spellings and work on Times Table Rock Stars.

Working Towards	Expected	Greater Depth
<p><b>Draw and Make</b></p> <p>Can you draw different animals that you would find living in a <b>forest</b> habitat?</p>	<p><b>Draw and Make</b></p> <p>Can you make your own model habitat? You could choose an <b>ocean</b>, <b>desert</b> or <b>forest</b>. What animals might live in your habitat?</p>	<p><b>Draw and Make</b></p> <p>Be an inventor and design/make your own board game. Remember to be creative!</p>
<p><b>Research</b></p> <p>Think of different toys that you like playing with. Can you find out when each of them were invented?</p>	<p><b>Research</b></p> <p>List as many animals (or plants) as you can that live in these habitats. forest - desert - ocean - rainforest - field</p>	<p><b>Research</b></p> <p>Research different animals and explain how they are adapted to the habitat in which they live. E.g. Elephants have large ears to flap and keep them cool and to hear sounds far away.</p>
<p><b>Write</b></p> <p>Write a sentence to describe what each of the following habitats are like? forest - desert - ocean - rainforest - field - jungle</p>	<p><b>Write</b></p> <p>Write your own adventure story set in a habitat of your choice - this might be the ocean, the jungle or the desert. Remember capital letters, full stops and finger spaces.</p>	<p><b>Write</b></p> <p>Read a short story, or part of a longer story, of your choice. Once you have read it, can you re-write the story in your own words? You may wish to draw an illustration to go with it!</p>
<p><b>Maths</b></p> <p>Go on a 2D shape hunt. This could be around your house or in the village. Take pictures of the shapes you find, make a list or draw pictures.</p> 	<p><b>Maths</b></p> <p>Make a list of 2D shapes. Draw them and record the number of sides and vertices. Make a list of 3D shapes. Draw them and record the number of edges, faces and vertices.</p> 	<p><b>Maths</b></p> <p>Make a list of the prices of different items that you see in a shop that cost less than £1. For each item, can you work out how much change you would get if you paid with a £1 coin?</p> 

#### HOME LEARNING TASKS

Please try to complete two home learning tasks. However, you may complete as many as you would like. When you have completed a task, please bring it in to school to share. Your work may go on display, earn you Dojo points, stickers or a certificate! The tasks are differentiated in three ways: **working towards**, **expected** and **greater depth**.