



HAWKESBURY CE VC PRIMARY SCHOOL

HOMEWORK POLICY

Author/Person Responsible	<i>Ed Riddington / Headteacher</i>
Date of Ratification	<i>21st June 2018</i>
Review Group	<i>ST&L Committee</i>
Ratification Group	<i>ST&L Committee</i>
Review Frequency	<i>Bi-Annually</i>
Review Date	<i>May 2020</i>
Previous Review Amendments/Notes	
Related Policies	Discipline & Behaviour; Home School Agreement; On-line Safety;
Chair of ST&L Committee Signature	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Homeowrk	Date	19/6/18
EIA CARRIED OUT BY:	Ed Riddington	EIA APPROVED BY:	

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)	None identified	
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).	None identified	
Gender Reassignment (transsexual)	None identified	
Marriage and civil partnership	None identified	
Pregnancy and maternity	None identified	
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)	None identified	
Religion or belief (practices of worship, religious or cultural observance, including non-belief)	None identified	
Gender (male, female)	None identified	
Sexual orientation (gay, lesbian, bisexual; actual or perceived)	None identified	

Any adverse impacts are explored in a Full Impact Assessment

Rationale

Children and parents / carers working together on homework can form a strong link between home and school, which can facilitate future learning.

Purpose

1. To create a firm partnership between parents / carers and teachers in relation to children's learning.
2. To encourage parents/carers to spend time with their children and become involved in supporting their child's learning.
3. To reinforce work covered in class or to practice or consolidate basic skills and knowledge and develop interest and motivation with topic work.
4. To encourage children to develop perseverance, initiative, time management and self-discipline, through independent study.
5. To ensure a consistent approach to homework throughout the school.

Guidelines

1. A positive climate for homework should be established in the class.
2. Some homework may be spontaneous and/or initiated by the child.
3. A form of homework record should be maintained by the teacher.
4. Work set will not always be a core subject and will sometimes be practical with no written outcome.
5. Not every child will necessarily have the same homework; e.g. it may be enforcement of a specific letter formation or number bond.
6. Homework jigsaws will be sent home on a termly basis (6 times per year) to pupils in Robin, Swallow and Hawk classes. Wren pupils will receive a homework jigsaw in the summer terms. Each jigsaw will set 8 different pieces of homework, covering a range of different areas of the curriculum.
7. Children should do one homework task per week. As there will be more tasks on the jigsaw than weeks in the term, children may select which pieces of homework they do on the condition that the English and Maths homework are completed at some point during the term.
8. The middle piece of the jigsaw outlines the weekly additional homework that children should do. This includes reading, spelling practice and mental maths. An overview of age-appropriate reading and mental maths is detailed in Appendix 1.
9. For Year 2 and Year 6 pupils, homework may incorporate some SATs-style questions.
10. Teachers will set out clearly when work will be handed in and what supervision (if any) is required. This will be communicated in the class newsletter.
11. Tasks will be set which can be completed in a reasonable time and are matched, as far as possible, to the child's abilities.
12. When homework has a written outcome, it should be checked as soon as possible and feedback given when appropriate.

Conclusion

Homework will take a variety of forms and should be seen as another positive means of establishing good working practices and for building independence.

This Policy should be read in conjunction with other related policies and the homework leaflet.

APPENDIX 1



HAWKESBURY CE VC PRIMARY SCHOOL **HOMEWORK SUMMARY BY YEAR GROUP**

	Reading at home.	Mental maths practice
Wren	Reading at least 5 times a week. Children should read for a minimum of 10 minutes per session.	Using numbers to 20 Counting, ordering and saying which number is one more or less than a given number. Children in this class will be provided with a weekly maths game to be completed at home
Year 1	Reading at least 5 times a week. Children should read for a minimum of 15 minutes per session.	Number bonds to 20 (e.g $12 + 8 = 20$ and $20 - 8 = 12$)
Year 2	Reading at least 5 times a week. Children should read for a minimum of 15 minutes per session.	Recall and use multiplication and related division facts for the 2, 5 and 10 times tables, (eg $4 \times 5 = 20$ and $20 \div 5 = 4$).
Year 3	Reading at least 5 times a week. Children should read for a minimum of 20 minutes per session. At this stage, children will begin to read independently. However, parents should still listen to them read in order to improve their comprehension.	Recall all multiplication and related division facts to 3, 4 and 8 times tables.
Year 4	Reading at least 5 times a week. Children should read for a minimum of 20 minutes per session. At this stage, children should be reading independently. However, parents should still listen to them read in order to improve their comprehension.	Recall all multiplication and related division facts to 12×12 .
Year 5	Reading at least 5 times a week. Children should read for a minimum of 20 minutes per session. At this stage, children are expected to read independently. However, parents should still listen to them read in order to improve their comprehension.	Identify multiples/factors, including finding all factor pairs of a number (e.g. $72 = 9 \times 8$), & common factors of two numbers (e.g. a <i>common factor of 49 and 56 is 7</i>). Recognise a prime number up to 100. Recall prime numbers to 19.
Year 6	Reading at least 5 times a week. Children should read for a minimum of 20 minutes per session. At this stage, children are expected to read independently. However, parents should still listen to them read in order to improve their comprehension.	Perform 2 step mental calculations. Identify value of each digit to 3dp and x nos by 10/100/1000 (ans to 3dp)