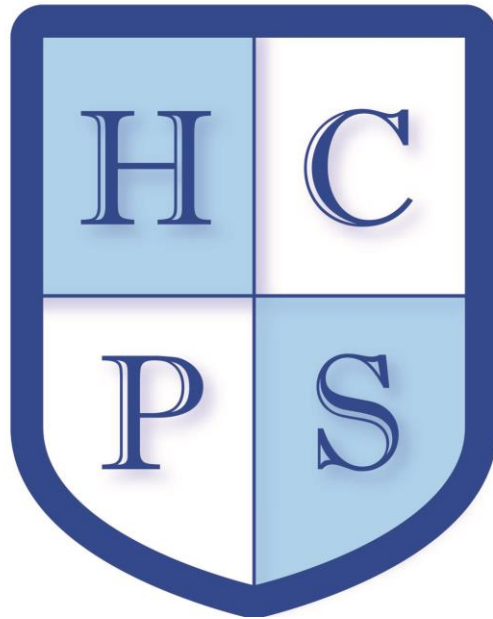


Hunslet Carr Primary School



Homework Policy

High expectations
Caring
Positive attitude
Successful

Policy reviewed: March 2017

Next review: March 2018

High Expectations, Caring, Positive Attitudes & Successful

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills - Successful

Fluent and confident in the R / W / M
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, dining, cooking
Safety skills – Swimming, healthy choices
Problem solving – Patience & Resilience
Managing Feelings

Attitudes - Positive Attitudes

Confident, proud and independent
To believe that 'Impossible is Nothing'
Celebrate the achievement of other
Understand & celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from mistakes
Respectful, caring and helpful

Experiences - Caring

To experience Family Style Dining
Going away on a residential trip
Visiting a range of places of worship
Look after an animal or grow a plant
Range of trips to theatres/farms/beaches
Taking part in public performances
The opportunity to represent the school

Knowledge – High Expectations

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, dining, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Purpose of the policy

We are committed to developing skills, knowledge, experiences and attitudes of our children through a strong partnership between home and school. We want to unlock potential whilst providing opportunities for our children to grow.

To support this, the following policy is for all people connected with the school to understand why and how the school administers Homework.

Adoption

The school Governors at their meeting on 29th March 2017 adopted this policy and the scale of charges set out below. This is reviewed annually.

Why homework at HCPS? (Aims)

By providing homework we aim to:

- Enable children to make maximum progress in their academic development;
- Individual homework encourages children to develop confidence and self-discipline to study on their own and prepares them as independent learners;
- Develop skills and understanding, particularly in English and Maths, revising, consolidating and reinforcing through additional practice at home;
- Help raise the level of achievement of individual pupils; providing opportunities for parents and children to work together, and thereby fostering an effective learning partnership between Home and School.

We value the support of parents/carers and we believe this policy will be successful if there is a strong partnership between Home and School. School, parents and children agree to expectations for homework in the 'Learning Partnership' agreement (see Appendix A) when homework is first issued in a new class.

We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate learning whilst taking part in a range of life experiences with parental support. This will still enable children to have 'down time'.

A breakdown of how homework is structured is provided below. This approach is new from September 2016 after research and feedback from staff, parents and children. It has been designed to encourage a gradual progression of skills and expectation so that by the time children leave Hunslet Carr Primary School they have established a clear routine in preparation for secondary School.




Most homework is provided for completion over 5 days so it can be made to fit around family lifestyles and other commitments. For year groups preparing for end of year examinations, the homework will be adapted to suit the needs of the children, at the teacher's discretion. Parents/carers will be notified if there are any changes to the homework format during this period.

What homework will be given?

To enable children to unlock their potential and grow, homework will be split into 2 parts;

'The Key 3' (unlock potential) and **#30things** (opportunities to grow).



- 3 Non-negotiable activities will be given each week linked to:
 -  Reading at home
 -  Phonics/Key words/Spellings and
 -  Maths.



- Children will also be aiming to complete the whole-school **#30things** challenge. Each term, they will be given an activities sheet, which will be stuck in their learning journals.

An example activities sheet:

#30things Years 5/6: Autumn 2016			
Help create a weekly shopping list.	Make breakfast in bed for a member of your family.	Research and create a fact file on a career/job.	Sew a button onto a piece of clothing.
Practise spelling your name, your best friend's name and your favourite place using the finger-spelling alphabet. (Also known as the British Manual Alphabet)	Explore your local area and sketch a building that interests you.	Visit a shop and record the cost of 5 everyday items e.g. bread, milk.	Give a daily compliment to a friend or family for 5 days.
Create a thank you card for someone and give it to them.	Try a new food and record your thoughts in your journal.	The 3 R's help save the world's natural resources. Try and Reduce, Reuse or Recycle this week.	Learn how to make 2 different types of knot and know their name e.g. overhand knot.
Have a technology-free day.	Help with a food shop, including handing over the money and receiving change.	Record the weather forecast of Leeds over 5 days and compare to a different country.	Try a new physical activity.

- Children will choose an activity/experience for that week to complete. Families can choose the activities that suit their child's interests and home life, enabling learning to be supported effectively at home.
- Within the School year, Year 6 children may focus on revision style elements of homework in place of some parts of #30things.

Reflective learners

- A fundamental element of our curriculum is self-assessment and providing opportunities to reflect as learners. This is a key driver in our homework too.
- Within each half term, the final week will be a **'time to reflect'** week. Children will think about their homework achievements for that half term and write these reflections in their learning journals e.g. favourite activity that half term and why.
- If a child completes the **#30things** challenge in a school year, they will be awarded a **#30things** badge which they can add to their school uniform.
- Each year the **#30things** badge will change design to reflect a new year of experiences. (Badges will be similar style to the swimming/scout badges)



How will children record their homework?

- Reading to an adult will be signed in the child's reading record by an adult on each occasion.
- In the Learning Journal, a child will record spelling/phonics practice, a maths spider activity and evidence of **#30things** challenges.
- Evidence of the challenges can take the form of: pictures, write-ups of the event in the journal with adults dating/signing next to the activity.
- The last week of each term will be **Reflection Week**, where children will complete an age-appropriate 'reflections' template in their Learning Journals.
- There will be a whole-school display in the hall that will build up throughout the school year, raising the profile of Homework and the strong partnership of learning between Home and School.
- Tweets from the **#30things** challenges and/or **'The Key 3'** will be made by School to promote homework.

How will homework be marked from September 2016?

- Parents and children will be made aware of the expectations for marking homework during the meet-the teacher meetings in September.
- Staff will monitor the non-negotiables through progress in class (including assessments, spider register tasks) and will read through any homework presented in Learning Journals by a simple tick and an initial of the adult marking.
- It will be made clear to parents and children that teachers are not expected to mark spellings, punctuation and grammar errors in children's work, but will correct any factual errors.
- Marking of the Maths spider will be part of the learning discussions in class and/or peer/self-assessment of a weekly maths spider assessment. This can also take the form of verbal feedback between teacher and child.
- Reference to homework will be made at Parent-Teacher meetings and in the child's end of year report.

During the final **'Time to Reflect'** week, staff will be expected to mark this piece of work and the progress made in Homework across the half term, using the School's **'deep-marking'** expectation:

☺ What has the child done well?

☒ What should the child focus on for the next half term?

Frequency of Homework:

3 times per week: Hunslet Carr Primary School expects children to read at home 3 times per week and for their reading to be recorded in the Home School reading record. ***This reading record needs to come to school daily so that any reading in school can be recorded in this.***

Weekly: Spellings and a number based task (Speedy Spider) will be given.

Termly: At the beginning of each term, a #30things grid will be given where children take charge of their learning; ensuring they complete 10 of the activities/experiences on the grid within a term.

We aim to comply with the recommended time allocations for Homework i.e.:

Years 1/2 = 1 hour per week (10-15 minutes each day)

Year 3/4 = 1.5 hours per week (15-20 minutes each day)

Year 5/6 = 30 minutes per day.

Inclusion:

It is important that every child receives homework that is matched to their ability and the learning they have been taking part in during lesson time. To this end, homework has been carefully planned so that children can answer questions and record #30things at their own level enabling them to make progress from their starting point.

What are our roles in our Learning Partnership?

Role of the SLT (Senior Leadership Team):

- Promote this policy by raising its status and importance.
- Ensure homework is built into teachers planning.
- Provide support and guidance for children/parents (E.g. homework clubs if appropriate).
- Keep up to date with developments regarding homework.
- Monitor and evaluate this policy.

Role of School Staff:

- Teachers will sign the 'learning partnership' contract.
- Teachers will always distribute homework in accordance with this policy.
- Set interesting tasks and activities linked to in school learning.
- Explain when, what and how work is to be done so that each child clearly understands.
- Homework will always be reviewed with a tick weekly and a 'deep-mark' of the half termly reflections, linked to #30things will take place.
- Spelling scores will be recorded and progress may be discussed at Parents information evenings.
- Speedy spiders will be marked within class activities or by an adult.
- When asked by a parent, teachers will always be able to provide additional homework.
- Staff will be available to discuss and assist with the completion of homework when requested by a parent/carer.

Role of Parents/Carers:

- Sign the learning partnership contract, indicating their support for homework.
- Praise the value of homework to their children.
- Provide a suitable space in their home where children can concentrate on their work.
- Establish a homework routine, such as no television while completing work.
- Provide materials, e.g. pen, pencil.
- Go through homework before a child starts and discuss it when they have finished.

- Make the experience positive.
- Find time to help their child or be at hand if a problem arises.
- Contact the School if they are not sure of some aspects of the homework or their child is experiencing difficulties.

Role of Children:

- Sign the Learning Partnership agreement.
- Complete their homework and hand it in on time.
- Ensure standards of homework reflect the same high standards in School.
- Listen carefully in class to make sure they understand what is asked of them.
- Contribute to pupil interviews on homework for the School to evaluate.
- Make sure they get feedback on their homework.
- Highlight to School Council any ideas they may have about homework.
- Attempt all homework activities – **'Impossible is Nothing'**




To be reviewed in the Teaching and Learning committee: March 2018



Our Learning Partnership

School:

We will provide weekly Homework of:

- 'The Key 3'** will 'unlock' your potential.
 -  Reading at home,
 -  Phonics/Spellings and
 -  Maths 'Spider' activity.
- A yearly **#30things** challenge, will allow you to 'grow'. Throughout the school year, you need to complete at least 30 of these activities.
- The last week of each half term, we will provide a 'reflections' activity so you can reflect on your learning at home.

Signed: _____ (**Teacher**)

Child:

- My Homework is handed out on: _____
- I will hand my Learning Journal in by: _____
- I will give 100% in my Homework and hand it in on time.

Signed: _____ (**Child**)

Parent/Carer:

- I will provide some time and quiet space for my child to complete their homework.
- I will check and sign my child's Learning Journal.
- I will support my child, where needed, in completing their homework activities.

Signed: _____ (**Parent/Carer**)