



MORPETH FIRST SCHOOL

HOMEWORK POLICY

School aims:

At Morpeth First School we strive to maintain an ethos in which all children feel secure and valued. As a School of Character, children are supported to become 'Treasured, Courageous and Empowered' individuals. We value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life where they are able to learn how to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life.

To achieve these aims all learners, staff, parents/carers and governors will work together to promote our **character values**.

1. Introduction

1.1 The governors and staff at Morpeth First School believe homework consolidates and reinforces skills and understanding in Mathematics, English and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents/carers and children to work together and, thereby, fostering an effective partnership between home and school.

1.2 We have structured most of our homework tasks to focus on specific key skills which will enable our children to access many other areas of the English and Maths curriculum:

- Reading – reading fluently, with comprehension and for pleasure are vital skills to develop. This is why we encourage our children to read daily. We reward children for reading at home through weekly 'Reader of the week' prizes and certificates, as well as in class School 360 points.
- Spellings – by learning how to spell key words and words with specific spelling patterns, we are enabling our children to become more fluent writers.
- Times tables – these form the basis of many areas of maths. Knowing times tables will enable our children to become more efficient mathematicians in class.

1.3 Where appropriate, we will aim to use web-based platforms for helping our children achieve their homework. For example, we use Times Tables Rock Stars as a platform for learning times tables.

1.4 We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'

2. Aims and objectives

2.1 We believe that homework benefits pupils by:

- reinforcing concepts and skills taught in school;
- enabling pupils to revisit aspects of the curriculum;
- encouraging children to read to their parents/carers;
- providing an opportunity for parents/carers to become involved in their child's learning;

- helping to demonstrate to children that learning can take place in many environments;
- promoting learning at home as an essential part of good education;
- helping children and young people to develop skills and attitudes they need for successful lifelong learning;
- supporting the development of independent learning skills, including the habits of enquiry and investigation.

3. Commitment

3.1 Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to oversee the development of this policy;
- responsibility for the monitoring and evaluation of this policy, through feedback from the Head teacher regarding its implementation

3.2 Role of the Headteacher

The Headteacher will:

- ensure that homework is built into teachers' planning;
- keep up to date with new developments with regard to homework;
- monitor and evaluate this policy

3.3 Role of the Teachers

Teachers must:

- integrate homework into their planning;
- ensure the homework tasks are accessible to all children;
- set tasks or activities that are appropriate;
- explain when, what and how the work is to be done so that each child clearly understands;
- monitor the engagement with Times Tables Rock Stars using the online platform

3.4 Role of Parents/Carers

Parents/carers are asked to:

- praise the value of homework to their children;
- provide a suitable space in their home where their children can concentrate on their homework;
- write comments in the child's reading record book;
- establish a homework routine;
- provide materials pens, pencils etc.;
- go through the homework before their child starts and discuss the completed work when finished, supporting them to upload it if necessary to the online platform;
- make the experience pleasurable;
- find time to work with their child or be at hand if a problem arises;
- discuss, encourage and praise their child's efforts;
- contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;
- contribute to school evaluation so the school can monitor and evaluate its effectiveness

3.5 Role of Children

Children are asked to:

- complete their homework by the set deadline;
- listen carefully in class to make sure they understand what is asked of them;
- complete any written homework using appropriate writing materials, e.g. a writing pencil;

- have a go at all their homework activities.

4. Types of Homework

4.1 All homework tasks and activities are designed to consolidate and reinforce skills and understanding in Mathematics and English and enhance cross curricular teaching.

5. Feedback

5.1 All children receive feedback on their homework in a variety of forms such as:

- verbal
- written, including an acknowledgement of completion of a task on See-Saw;
- class discussion;
- marking of a spelling test (there is no requirement of parents to inform the teacher that their child has practiced their spellings).

5.2 Parents/carers are asked to:

- give teachers any feedback they feel might be useful;
- encourage their children to talk about the feedback they have received;
- contact the school if they have any concerns

6. An overview of the homework schedule (Reception to Year 4 set via See-Saw)

Reception

- Home learning in Reception will not start straight away. There will be a phased introduction of reading and other activities as the year progresses.
- Reading to a parent/carer at least three times a week for a period of 5 – 10 minutes (this time scale includes time to talk about the book).
- Activities linked to letter formation and other tasks relevant to current learning as the year goes on.

Year One

- Reading to a parent/carer at least three times a week for a period of 10 – 15 minutes (this time scale includes time to talk about the book).
- Spellings to learn, which are set and tested on a weekly basis (Friday for the following Friday's test).
- One either literacy **OR** maths task once per week, set on a Monday to be handed in the following Monday.

Year Two:

- Reading to a parent/carer at least three times a week for a period of 10 – 15 minutes (this time scale includes time to talk about the book).
- Spellings to learn, which are set and tested on a weekly basis (Friday for the following Friday's test).
- Times tables to learn using the Times Tables Rock Stars online resource **OR** a Mental Maths tasks set on a Wednesday for the following Wednesday.
- One either literacy **OR** maths task once per week, set on a Monday to be handed in the following Monday.

Year Three and Year Four:

- Reading aloud to a parent/carer for a minimum of 30 minutes per week (e.g. 5/10 minutes per night for several nights)
- Talking to an adult about the texts they have read once per week.
- Spellings to learn, which are set and tested on a weekly basis (Wednesday for the following Wednesday's test).
- Times tables to learn using the Times Tables Rock Stars online resource (30 minutes per week)
- One additional piece of homework per week, either literacy/maths based OR a task linked to another curriculum subject, set on a Wednesday to be handed in the following Wednesday.

Signed _____ Chair of Governors

Date _____

Reviewed Spring 2023

Next Review Date Spring 2024