

Aims and Vision

Our Aim is that all children at Chaloner become creative, active and reflective learners through a consistent focus upon:



Aspiration

Care Nurture

PRIDE

Teamwork

Tolerance

Responsibility



Excellence

Innovation

Respect

Aim of the policy

- to ensure consistency of approach throughout the school,
- to ensure progression towards independence and individual responsibility,
- to ensure the needs of the individual pupil are taken into account,
- to ensure parents/guardians have a clear understanding of the expectations placed on them, and the pupil, by the school,
- to improve the quality of the learning experience offered to pupils,
- to support the learning experience via reinforcement and revision,
- to provide opportunities for parents and pupils to work together to enjoy learning experiences,
- to encourage children to develop long-term strategies for future needs,
- in Year 5 and Year 6, to prepare children for transfer to secondary school,
- to extend learning opportunities for more able pupils by enabling them to take ownership over their learning.

Homework can be a useful way of consolidating and extending learning.

It can be a regular example of home and school working together to support children's learning. Homework encourages conversations and language richness between parents and children, helping children to talk about their learning. In Year 6 it can be a very useful way to introduce children to the expectations of secondary education, where homework will be a daily requirement.

Examples

- a reading book, or books, which is/are taken home each day for reading practice,
- exploring spelling patterns,
- over a period of time, learning multiplication tables – usually begins in Year 2,
- to finish an account or story,
- to complete a drawing/design which does not need any more class time devoted to it,
- to use notes or a simple framework of ideas to produce a piece of work,
- to complete an exercise which helps to consolidate some learning introduced in the classroom – “show me what you know about.....?”,
- to give the child(ren) more practice in a process or method learned in class,
- a piece of research – “what can you find out about?”,
- an activity – “make a chart of”,
- an observation – “keep a record over a few days of”,
- a pupil may decide to pursue further an interest from a study theme, by using books or other sources at home; visiting a library; using a computer encyclopaedia; making a model or diagram.

Types of Homework at Chaloner Primary School

Parental surveys have demonstrated that it is difficult to meet the expectations of *all* parents. Some feel that we give *too much homework*; some say *'too little'*. To combat this, we provide a number of homework options, and children/ parents can decide how many to complete each week. There are important tasks such as spellings, times tables and reading that we feel children should complete on a regular basis each week, we call these **compulsory homework tasks**. Other homework tasks are **optional**; some weeks, children may want to do homework on something that they did that was really exciting during an evening/ weekend/ holiday; this is great and is another opportunity for children to think creatively about what they have learnt and how to show it. Sometimes *creative homework* projects will be set for 3 or 4 weeks, which provide children with open ended opportunities to produce vibrant and exciting projects on different topics.

It is expected that parents will support their children:

- by taking an active interest in their child's homework,
- by encouraging them and praising their efforts,
- by supporting them in particular tasks,
- by ensuring that homework is valued and completed to a high standard,
- by helping them to devise strategies for remembering facts,
- by supervising and enabling them to complete tasks,
- by keeping in touch with the class teacher through the Home/School Reading Record
- by reminding them to hand in their homework on time,
- by noting when a reasonable amount of time has been spent on a homework task and making the decision to stop, if necessary, before completion (and informing the class teacher of this decision).

The school will ensure that:

- tasks set are reasonable and matched to the pupils' needs;
- always acknowledge completed homework (with a signature, smiley face and/or comment);
- support and listen to parents who ask for our help;
- have systems in place in each classroom to ensure that they are alerted if parents have written in the home-school reading record;
- reward children for the effort required to complete homework tasks – House points are awarded to pupils for reading at home and a half-termly reward is in place for the identified children who read in each class every night. Completed longer term (project based), optional homework tasks will also earn a homework certificate.

Homework Guidelines:

Year Group	Compulsory Homework	Optional Homework
EYFS 4+	<ul style="list-style-type: none"> • Reading – (10 mins per evening) books to share and read at home – parents should write comments in the home reading record to update teachers of progress at home; adults in school will respond also • Phonics activities linked to the child's current 'phase' of learning – sounds tins for children learning at 'phase two' onwards. 	<ul style="list-style-type: none"> • Creative homework – this is a topic based homework that children can complete in their preferred way. (e.g. a weekend visit, hunting for minibeasts or exploring magnets) • A maths challenge – consolidating regular work in school.
Year 1	<ul style="list-style-type: none"> • Reading - (10 mins per evening) Children should be heard to read regularly - parents should write comments in the home reading record to update teachers of progress at home • Phonics activities linked to the child's current phase of learning. 	<ul style="list-style-type: none"> • Creative homework – this is a topic based homework that children can complete in their preferred way. This will be set roughly once a month. • A mental maths homework challenge– consolidating regular work in school. This can be found on the website.
Year 2	<ul style="list-style-type: none"> • Reading – (15 mins per evening) Children should be heard to read regularly at home – • Phonics and/or Spellings – (5 mins per evening) these will be given on a Friday to be learnt for the following Friday, based on phonic or spelling patterns learned throughout the week. • Times tables 	<ul style="list-style-type: none"> • Creative homework - this is a topic based homework that children can complete in their preferred way. This will be set roughly once a month. • Literacy/Maths - Children can complete a task linked to the work from the classroom - taking no longer than 20 minutes. • A mental maths homework challenge for children - consolidating regular work in school. This can be found on the website.
Year 3	<ul style="list-style-type: none"> • Reading – (15 mins per evening) Children should be heard to read regularly • Phonics/Spellings – (5 mins per evening) these will be given on a Friday to be learnt for the following Friday, based on phonic or spelling patterns learned throughout the week. • Times Tables 	<ul style="list-style-type: none"> • Creative homework - this is a topic based homework that children can complete in their preferred way. This will be set roughly once a month. • Literacy/Maths - Children can complete a task linked to the work from the classroom - taking no longer than 20 minutes. • A mental maths homework challenge for children - consolidating regular work in school. This can be found on the website.

Year 4	<ul style="list-style-type: none"> • Reading - Children should still be heard to read regularly- Children will be given comprehension type activities to do. • Literacy/Maths - Children will be expected to complete a task linked to the work from the classroom - taking no longer than 20 minutes. • Spellings - These will be given on a Friday to be learnt for the following Friday, based on phonic or spelling patterns learned throughout the week. • Times Tables 	<ul style="list-style-type: none"> • Creative homework - this is a topic based homework that children can complete in their preferred way. This will be set roughly once a month. • Literacy/Maths - Children can complete a task linked to the work from the classroom - taking no longer than 25 minutes. • A mental maths homework challenge for children - consolidating regular work in school. This can be found on the website.
Year 5	<ul style="list-style-type: none"> • Reading - Children should still be heard to read regularly- Children will be given comprehension type activities to do. • Literacy/Maths - Children will be expected to complete a task linked to the work from the classroom - taking no longer than 25 minutes. • Spellings -These will be given on a Friday to be learnt for the following Friday, based on phonic or spelling patters learned throughout the week. • Times Tables 	<ul style="list-style-type: none"> • Creative homework - this is a topic based homework that children can complete in their preferred way. This will be set roughly once a month. • Literacy/Maths - Children can complete a task linked to the work from the classroom - taking no longer than 25 minutes. • A mental maths homework challenge for children - consolidating regular work in school. This can be found on the website.
Year 6	<ul style="list-style-type: none"> • Reading - Children should still be heard to read regularly- Children will be given comprehension type activities to do. • Literacy/Maths - Children will be expected to complete a task linked to the work from the classroom - taking no longer than 30 minutes. • Spellings -These will be given on a Friday to be learnt for the following Friday, based on phonic or spelling patters learned throughout the week. • Times Tables 	<ul style="list-style-type: none"> • Creative homework - this is a topic based homework that children can complete in their preferred way. This will be set roughly once a month. • Literacy/Maths - Children can complete a task linked to the work from the classroom - taking no longer than 25 minutes. • A mental maths homework challenge for children - consolidating regular work in school. This can be found on the website.

Communication

Details of each week's homework expectations will be communicated to children and parents. This will include:

- The date the task was set
- The deadline for the task to be handed in
- Details of what the task entails
- An indication of both Compulsory and Optional homework tasks (making it very clear which are which).

The homework priorities for Chaloner are:

- reading
- times tables
- spellings/ phonics

Weekly Spelling Lists will be communicated to children and parents by the class teacher.

At all levels, a brief written comment, or even a tick with a date can indicate that parents or an older family member have supported the child in a homework task. It may simply be that a parent has heard a child read. It is very helpful to the class teacher when this is done regularly.

Classes follow topics each half-term, which involve several areas of the curriculum. These are communicated through the **half-termly Topic Letters**. To help parents and children get more from their wider curriculum study, the class teacher provides a curriculum map in each Topic Letter. It is important to note that information contained in the curriculum maps is subject to change at any time according to the learning needs of the pupils.

Assessment

- To be fair to children who may not be able to have help from their families, homework will be evaluated, and credit given for effort, but it will not be a part of any formal assessment process within school.
- However, regular homework tasks such as learning multiplication tables may help children to perform at a higher level in formal assessments carried out in school.
- Liaison between parents and the school in the EYFS will help to inform the Foundation Stage Profile assessment process
- It is important that teachers take the time to comment upon homework in order that parents can see that we value the effort that is put in at home

Equality Statement

At Chaloner Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.