



## **Federation of Kirkby Malzeard and St Nicholas CE School**

### **Homework Policy July 2022**

#### **Homework Policy**

Our new policy aims to:

- create transparency for parents as to expectations around homework across the federation
- help parents to understand the value the school places on homework
- empower parents to support their child's learning at home.

In undertaking a review of this policy all stakeholders' views were collected and are reflected in this policy. (January 2022)

#### **Rationale:**

At the Federation of Kirkby Malzeard and St Nicholas CE Schools we define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members.

School values the support that parents provide their children in learning at home, but also recognises that family life is busy and children have active lives, with varied interests out of school which are equally valuable to a child's development, wellbeing and education.

Our homework expectations have been carefully considered with this in mind. Teachers only set homework that is recognised through research as being most effective for reinforcing what has been taught in school and which will have the most impact on their child's learning.

This homework approach is one of setting small chunks of learning to be delivered little and often, so tasks are manageable in the wider frame of family life whilst also having the most impact on learning.

We have carefully selected the homework tasks outlined below for the following reasons:

- **To develop a love of reading**  
Regularly reading to a child for the love of it provides a connection between parent and child from the very early days and helps build strong family ties. By starting the journey of building a lifelong love of reading for pleasure, parents are giving their child the opportunity to be the best they can be: research shows children who read for pleasure do better in a wide range of subjects at school and it also positively impacts children's wellbeing.

- **To support school in helping students retain information they have learned and commit this to the long term memory**

Research shows that for children to know and remember more and be successful in their learning, they need to practice certain skills on a daily basis - little and often. This ensures that this information is committed to long term memory, enabling children to work more fluently in these areas.

- **To connect parents with education**

Parental engagement in children's education has a beneficial impact on a child's success in school. Homework provides a great way for parents to become involved in supporting their child's learning, offering support where needed and an understanding of their child's progress.

- **To give students a routine and create good habits**

Many aspects of a student's future life will require, at times, work to be completed outside of working hours as well as independently. This is expected at secondary school and will perhaps become more important in the future workplace with the growth of the gig economy (freelancing) and the rise of remote working.

A homework policy encourages a consistency for out-of-school learning and helps students develop productive working practices and habits for continued learning and independent working.

### **Homework expectations**

Homework expectations can be found on the website on [class pages'/homework page](#) and are also laid out in the appendix A at the end of this document.

### **Additional tasks**

There will be occasions when class teachers need to set additional homework task. This will be sent via email by the class teacher to parents when necessary.

### **Support from home**

We thank you for your support in ensuring that homework is completed conscientiously and in the best possible conditions. A calm, quiet and organised area to work is the ideal place to complete homework.

If homework is not completed children are often at a disadvantage in class, as many homework tasks are discussed in class and often inform future learning.

Teachers will ask children to complete homework in school if it is not handed in.

Any further questions on homework can be referred to class teachers.

## Homework expectations

Homework expectations can be found on the website on [class pages'/homework page](#) and are as follows:

	Reading Scheme	Further Reading	Phonics	Spelling	Key facts or Times tables
Reception/EYFS	Little Wandle Celebratory read at home following direct teaching-matched phonic books go home on Wednesday PM and return on Friday AM	<p>Families are asked to read to their child every day, reading record books help to record reading adventures at home. Children choose from a selection of reading for pleasure books to take home which are changed weekly by the children.</p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2022/04/Everybody-read-leaflet-for-parents.pdf">https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2022/04/Everybody-read-leaflet-for-parents.pdf</a></p> <p>Links to <a href="https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf">https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf</a> added to homework section to offer 'how to support at home' along with advice and links to further ideas</p>	<p>Guidance is given to parents about progression, letter formation, phonics terminology etc. in line with Little Wandle programme. This can be found on the school website (phonics tab). This includes parent 'how to' videos to enable parents to support children at home. All direct teaching happens in school.</p>	n/a	<p>Links to <a href="https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf">https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf</a> added to homework section to offer 'how to support at home' along with advice and links to further ideas</p>
Year 1	Little Wandle Celebratory read at home following direct teaching-matched phonic books go home on Wednesday PM and return on Friday AM	<p>Families are asked to read to their child every day, reading record books help to record reading adventures at home. Children choose from a selection of reading for pleasure books to take home which are changed weekly by the children.</p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2022/04/Everybody-read-leaflet-for-parents.pdf">https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2022/04/Everybody-read-leaflet-for-parents.pdf</a></p> <p>Links to <a href="https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf">https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf</a> added to homework section to offer 'how to support at home' along with advice and links to further ideas</p>	<p>Guidance is given to parents about progression, letter formation, phonics terminology etc. in line with Little Wandle programme. This can be found on the school website (phonics tab). This includes parent 'how to' videos to enable parents to support children at home. All direct teaching happens in school.</p>	n/a	10mins 5x per week on numbots

Year 2	Little Wandle Celebratory read at home following direct teaching-matched phonic books go home on Wednesday PM and return on Friday AM	Families are asked to read to their child every day, reading record books help to record reading adventures at home. Children choose from a selection of reading for pleasure books to take home which are changed weekly by the children.  <a href="https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2022/04/Everybody-read-leaflet-for-parents.pdf">https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2022/04/Everybody-read-leaflet-for-parents.pdf</a>	Guidance is given to parents about progression, letter formation, phonics terminology etc. in line with Little Wandle programme. This can be found on the school website (phonics tab). This includes parent 'how to' videos to enable parents to support children at home. All direct teaching happens in school.	Y2 Common Exception words are given at the beginning of the year and children are expected to work on these at home weekly. E.g one word a day, or looking at 5 words all in one go. Children are assessed termly on their spelling of these in school.	<b>Autumn and Spring terms:</b> 10mins 5x per week on Numbots <b>Summer term:</b> 10mins 5x per week on Numbots or TTRS (Garage or Arena mode)
Lower Key Stage 2 (Year 3 & 4)	Oxford Owl Reading scheme books are used to support progression in reading and must be read aloud to an adult at least 4 times a week at home for 15 minutes to practice fluency and reading for performance. This must be recorded in their reading record book or planner by the adult they are reading to.	Children in KS2 should read for pleasure every day at home for at least 25-30 minutes. This could be reading to themselves, being read to, or sharing their reading with someone else. This should be reading material of their own choice, e.g. magazines, newspapers, fiction or non-fiction. Children can choose from a selection of reading for pleasure books to take home which can be changed weekly. This shared reading should be recorded in their reading record book by the child or the person they are reading with.	Phonics does not stop at the end of KS1 and is used daily in our reading, spelling, languages and etymology work. Children are encouraged to regularly look at and practice, as well as using in their reading and writing, their 'Grow the Code' chart. A copy of this will be sent home with children to use at home.	Y3/4 statutory words are given at the beginning of the year and children are expected to work on these at home weekly. E.g. one word a day, or looking at 5 words all in one go. Children are assessed termly on their spelling of these in school. Children are expected to be able to spell these words and words using the same spelling pattern by the end of lower key stage 2.  A weekly etymology task for children to explore the origin of a word and its meaning. A word will be shared on the twitter feed for children to explore and discuss at home and at school.	10mins 3x per week = TTRS sound check mode (in preparation for the MTC) <i>and</i> 10mins 5x per week = TTRS (Garage or Arena mode)
Upper Key Stage 2 (Year 5 & 6)	Oxford Owl Reading scheme books are used to support progression in reading and must be read aloud to an adult at	Children in KS2 should read for pleasure every day at home for at least 25-30 minutes. This could be reading to themselves, being read to, or sharing their reading with someone else. This should be reading material of their own choice, e.g. magazines, newspapers, fiction or non-fiction. Children can choose from a selection of reading for pleasure books to	Phonics does not stop at the end of KS1 and is used daily in our reading, spelling, languages and etymology work. Children are encouraged to regularly look at and practice, as well as using in their reading and writing, their 'Grow the Code'	Y5/6 statutory words are given at the beginning of the year and children are expected to work on these at home weekly. E.g. one word a day, or looking at 5 words all in one go. Children are	10mins 5x per week = TTRS (Garage or Arena mode)

	<p>least 4 times a week at home for 15 minutes to practice fluency and reading for performance. This must be recorded in their reading record book or planner by the adult they are reading to.</p>	<p>take home which can be changed weekly. This shared reading should be recorded in their reading record book by the child or the person they are reading with.</p>	<p>chart. A copy of this will be sent home with children to use at home.</p>	<p>assessed termly on their spelling of these in school. Children are expected to be able to spell these words and words using the same spelling pattern by the end of lower key stage 2.</p> <p>A weekly etymology task for children to explore the origin of a word and its meaning. A word will be shared on the twitter feed for children to explore and discuss at home and at school.</p>	
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### Key facts or Times tables Notes

- **Key facts** are instant recall maths facts that the children need to know fluently in order to be able to access all areas of mathematics confidently and securely. They need to know these 'off by heart' by the end of KS1 to free up space in their working memory when solving more complex calculations and it allows them to reason and problem solve with greater depth.
- **Numbots** is used to help the children be able to recall these **key facts** by gradually building their number sense and knowledge through repeated practise. **Numbots** has different levels which the children gradually work through. It is automatically built up to match the child's current working level. Therefore, it is imperative that your child is allowed to answer questions independently. Each child has an individual login.
- There are two different modes to play on **Numbots**:
  - Story Mode – the emphasis is on learning the ideas and concepts behind addition and subtraction so it features more diagrams, shapes and question styles.
  - Challenge Mode – the emphasis is more on speed of recall of key facts, like number bonds to 10, doubling small numbers or adding & taking away in your head.
- **TTRS** = Times Table Rock Stars.
- **TTRS** helps children develop fluency in recalling multiplication and division facts up to 12 x 12. There are different modes which support developing these facts in different ways.
  - 'Sound check mode' mirrors the Multiplication Table Check (MTC) which all children are required to complete at the end of year 4 (a statutory government assessment point)
  - Garage mode is set to automatic training mode (for all year groups in KS2). This means the questions adjust as the children improve their knowledge and fluency. The is played against the clock individually.
  - Arena mode has the same settings as Garage mode but the children are in a 'competition' with other children who are logged on at the same time.

- In year 2, 'Garage mode' and 'Arena mode' have been pre-set to the 10x, 2x and 5x tables. These are the times tables the children will be learning in school in KS1.
- Your child's individual **numbots/TTRS** login will be provided to you at the start of the year. If you lose your login, please let the class teacher know and they can resend it.
- You do not need keep a written record of when your child accesses these games. The class teachers can see when children log in and how well they are getting on from their teacher account.