

Brown Clee C.E. Primary School

Homework



POLICY DOCUMENT

'Love the Lord God with all your heart, with all your soul, and with all your mind'

Matthew 22:37-38

Reviewed September 2023
Future review date September 2025

Introduction

This policy has been devised in consultation with teachers, parents and pupils. We have also referred to a number of published articles to gain further insight in to current research outside our school community:

“Homework in primary schools does not appear to lead to large increases in learning.” - Education Endowment Foundation

“Homework in primary school has an effect of zero. Five to ten minutes has the same effect of one hour to two hours. The worst thing you can do with homework is give kids projects. The best thing you can do is to reinforce something you’ve already learnt.” - John Hattie

It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

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. At Brown Clee Primary School we have a strong commitment to parental involvement and see homework as one way of developing this partnership.

Aims and objectives

The aims and objectives of homework are:

- To consolidate learning
- To support the individual’s needs
- Be appropriate for the child’s age or ability
- Be manageable and fit into home routines

Rationale for Homework

We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.

We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines, but we have given guidance. Individual teachers are happy to give advice.

We recognise learning is stimulated through many simple opportunities other than work set specifically by school. We whole-heartedly encourage:

- Talking and interacting together with family and friends
- Going to the park
- Playing imaginatively with toys or games
- Exploring new places together, etc.

We notice improvements in confidence and progress for many of our pupils when they are well supported at home. Regular, consistent practise of the following is advantageous:

- Reading – not necessarily books from school! Examples could include: signs; instructions; magazines; leaflets; comics, etc.
- Maths facts over time, eg. number bonds
- Phonics and/or spelling (see Appendix1)
- Times Tables activities (KS2 and KS1 as appropriate)

We see value in providing feedback on homework in a variety of ways:

- Verbal
- Stickers
- Written
- Sharing with peers
- Whole class feedback

We increase the expectation of learning at home as children get older:

- To develop independence and organisation skills
- To prepare children for the increase in homework set by secondary school

We try to maintain a positive approach when setting homework and whilst we encourage it to be completed, we understand there should be a limit to the time spent on it.

Types of homework

Following our recent review, we believe that if we are to set homework then it needs to support childrens' learning (Non-negotiable) and promote and encourage a love of learning and self-regulation skills (Optional).

Our Non-Negotiable Tasks

We believe that the only non-negotiable homework should be reading, timestables and spellings, as these are activities that will have a direct, specific and positive impact on pupils achievement in school. Individual class teachers will set spellings and timestables as appropriate and will inform parents via the school website at the beginning of the term.

We try to maintain a positive approach when setting homework and whilst we encourage it to be completed, we understand there should be a limit to the time spent on it. We recommend the following as guidance; parents should also use their own judgement:

	Reception	KS1	KS2
Reading	5 mins, at least 5 x per week	5-10 mins 5 x per week	15-20 mins 5 x per week
Spellings/Phonics	5 mins daily	5-10 mins 3x per week	10-15 mins 3x per week
Timestables		5-10 mins 3x per week	10-15 mins 3x per week

Our Optional Tasks

We know that some children love to research subjects or create projects at home, and similarly that some children don't! We believe that this kind of homework is more 'working from home' and as such, should be optional to ensure that neither children, nor parents feel pressurised to carry it out. This kind of working at home provides opportunity for students to continue learning at their own pace, to develop self-regulation and to encourage self-motivation and a curious mind that wants to learn – rather than reluctantly being 'made' to learn.

Teachers will will publish a termly curriculum map detailing what is being taught in each subject so that children and parents can link any learning at home to what is being taught in the classroom. Any optional work that has been brought into school will be celebrated in the class, and feedback given through verbal feedback, stickers and peer feedback.

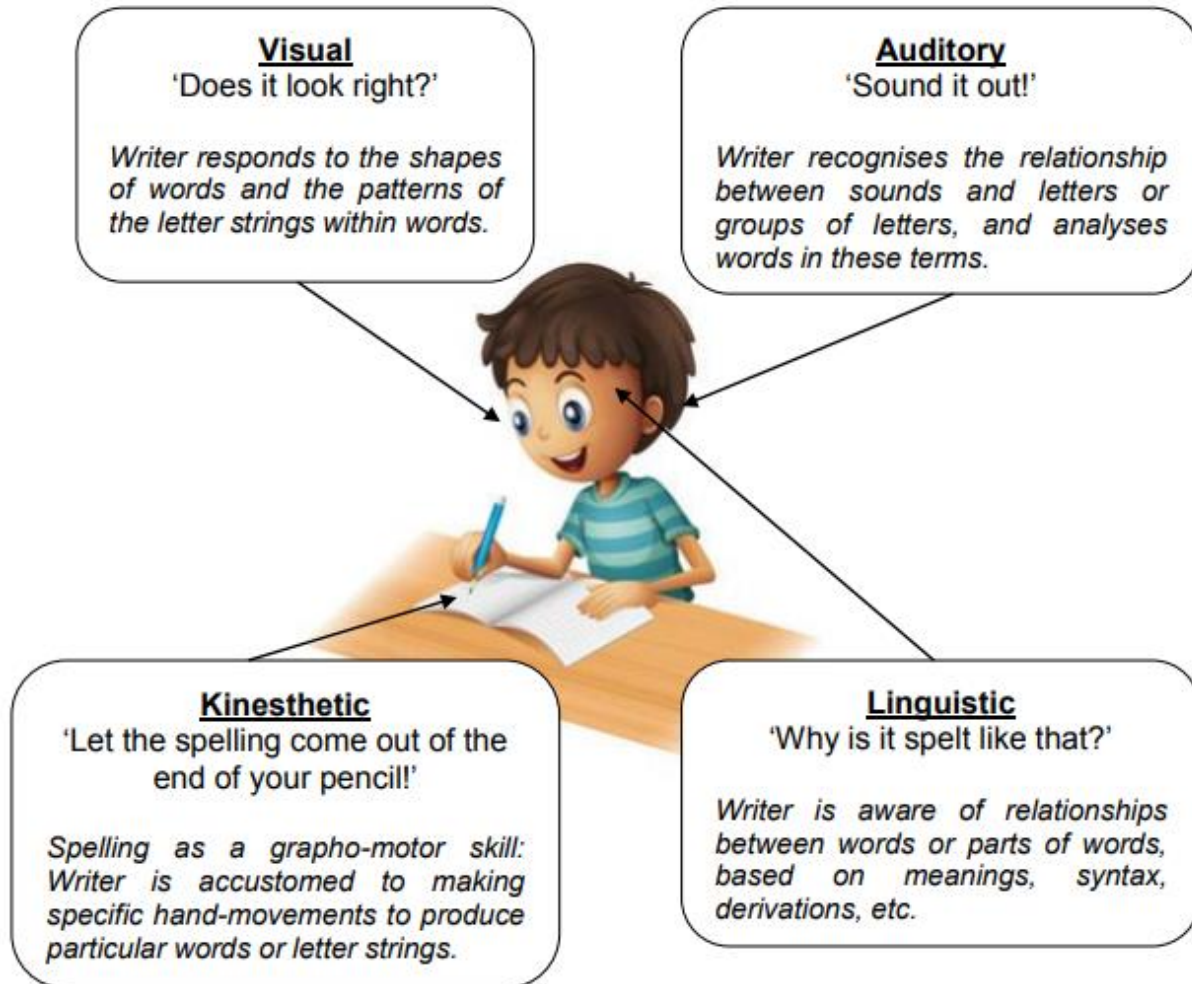
There may be other times when teachers wish to set homework, such as revision for SATS, or for extra consolidation of certain subjects or topics.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire during the school's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our governing body may, at any time, request from our headteacher a report on the way homework is organised in our school.

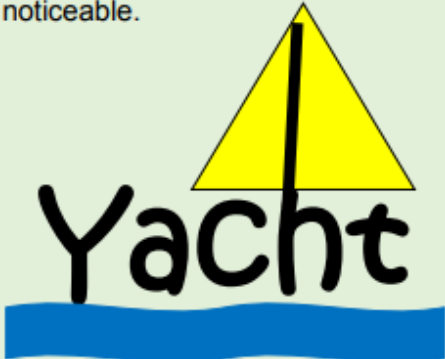
Support with Learning Spellings at Home

There are four main ways in which children process the spelling of words:



Learning at home needs to be an extension of the practice in school. Below are a range of learning strategies which are introduced to groups or individuals where appropriate, throughout the teaching of spellings at Brown Clee.

<p>LOOK, SAY, COVER, WRITE, CHECK</p>	<p>This is probably the most common strategy used to learn spellings. Look: <i>first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail</i> Say: <i>say the word as you look at it, using different ways of pronouncing it if that will make it more memorable</i> Cover: <i>cover the word</i> Write: <i>write the word from memory, saying the word as you do so</i> Check: <i>Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check</i></p>
<p>TRACE, COPY AND REPLICATE (AND THEN CHECK)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <ul style="list-style-type: none"> ▪ <i>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over</i> ▪ <i>Trace over the word and say it at the same time</i> ▪ <i>Move next to the word you have just written and write it out as you say it</i> ▪ <i>Turn the page over and write the word as you say it, and then check that you have spelt it correctly</i> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>SEGMENTATION STRATEGY</p>	<p>Segmenting is the ability to hear individual sounds in words (it is the splitting of a word into its constituent phonemes in the correct order to support spelling). e.g. <i>There are 3 separate sounds in ham – h/a/m</i> <i>There are five separate sounds in shrimp – sh/r/i/m/p</i></p>
<p>QUICKWRITE</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples.</p> <p>e.g. <i>In two minutes, write as many words as possible with the /i:/ phoneme.</i></p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>DRAWING AROUND THE WORD TO SHOW THE SHAPE</p>	<ul style="list-style-type: none"> ▪ <i>Draw around the words making a clear distinction in size where there are ascenders and descenders</i> ▪ <i>Look carefully at the shape of the word and the letters in each box</i> ▪ <i>Now try to write the word making sure that you get the same shape</i>

<p>DRAWING AN IMAGE AROUND THE WORD</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>WORDS WITHOUT VOWELS</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p style="text-align: center;">f _ _ ld</p>
<p>PYRAMID WORDS</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>OTHER STRATEGIES</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> ▪ Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on ▪ Making up memorable 'silly sentences' containing the word ▪ Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word ▪ Clapping and counting to identify the syllables in a word

Glossary

Consonant – any letter of the alphabet which is not a vowel

Digraph – Two letters which together make one unit of sound
e.g. sh, th, ee, oa

Grapheme – The written representation of letters which represent the sounds

Homophone – a word which sounds the same as another word but is spelt differently and has a different meaning
e.g. hear and here

Phonetics – system of spelling words by representing sounds with syllables

Phoneme – the smallest unit of sound in a word
e.g. c/a/t, sh/o/p, t/ea/ch/er

Prefix – small addition to a word made by joining on one or more letters at the beginning
e.g. pre, anti

Plural – a plural word refers to more than one thing
e.g. books

Segmenting – hearing the individual phonemes within a word – for instance the word 'crash' consists of four phonemes: c-r-a-sh. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme

Singular – the name referring to one thing or a group of things
e.g. man, book, flock

Split digraph – two letters, which work as a pair, split, to represent one sound
e.g. a-e as in cake
i-e as in kite

Suffix – a letter or group of letters added to the end of a word to change the way you use it
e.g. coward + ly = cowardly

Syllable – a combination of one or more vowels and consonants which can make one short word or part of a longer word
e.g. won-der-ful

Trigraph – three letters which together make one sound but cannot be separated into smaller phonemes
e.g. -igh as in light
-ear as in fear
-tch as in watch

Vowel – there are 5 vowels in the alphabet – a, e, i, o, u

Maths games and activities to help at home

Maths games without computers from www.garyhall.org.uk

Here is a collection of maths games that can be played using either no resources, or simple resources. However, most of the games require more than one player.

Twenty One

The object of this KS2 maths game is to be the first one to say "21". The first person must start at "1". Each person may say one, two, or three numbers per turn, and the numbers must be in counting order. Each person must start with the number after the last one that the other person said. For example, the first person can say "1", or "1, 2", or "1, 2, 3." If the first person says "1, 2", then the second person could say "3" or "3, 4", or "3, 4, 5". Whoever says "21" wins the game. Play this game many times and try to discover a winning strategy.

Last Unique

Last unique is a little bit different to your usual KS2 maths game. Everyone in the room has to think of a number between 1 and 20. Whoever thinks of the lowest number wins the game but if anyone else thinks of your number then you are both out. Each player stands in front of their chairs so that they can sit down quickly. Every player has to sit down the moment their number is called. Start counting backwards from 20, slowly and clearly. Anyone who sits down on their own becomes "the current champion". The player with the last unique number is the winner.

Quick draw times tables

Work in pairs with hands behind own back. Each player says '1, 2, 3 bang!' and both show their hands with a certain number of fingers showing. For example child A has 5 fingers on show and child B has 7. They then perform a quick multiplication $5 \times 7 = 35$; the winner is the first to shout the answer. This could be adapted into a KS1 maths game by using simple addition or subtraction sums.

Times table shootout

Two players opposite each other. One other person says a times table question. The first player to shout out the answer wins.

Squeeze

For this game you need a numberline and 2 clothes pegs. One player chooses a number and the other has to ask higher/lower than questions. As the clues are given, the clothes pegs are moved to "squeeze" the number.

Number War

For this game, each player must turn up three cards. They can use any operation to create the biggest number that will win the set. To work on division skills, change the rule to have the smallest number win the set. For KS1 and KS2, also try ordering the digits to create the largest or smallest number possible with the cards. Who wins? What's the difference between your numbers?

Fraction War

Fraction War is a spinoff of the classic card game War. All that's needed is a deck of cards with the face cards removed. This game is played in pairs, and you begin by having each player turn up two cards. The smaller number acts as the numerator, and the larger is the denominator. In order to win the set, you need to have the larger fraction of the two. Which is the largest fraction? How do you know?

First to 100

For this game you just need a pack of cards. You can play by yourself, but it's more fun with two or three players. Shuffle the pack and place it face down. Set a target score for the game, for example 100. The first player turns over the top card and continues turning over cards, adding together the value of each card, until he/she decides to stop. (Jacks = 11, Queens = 12.) When the player stops, the total is recorded as his/her score. However, if an Ace or King is turned over, no

points are scored at all and the turn is finished. Now the second player starts turning over cards in the same way. Players continue having turns and building their scores until someone reaches the target score. This player is the winner. If the cards are all turned over before the target is reached, just reshuffle the pack and continue.

Magic 15

This is a game for two players. Begin with the numbers 1 to 9. Players take turns to select a number, with each number used only once. The winner is the first player to have exactly three numbers that total 15.

Roll Six

Players roll six dice and use five of the numbers together with any of the four operations to make the sixth number. Points are scored for successful equations.

KS1 BBC Bitesize

<https://www.bbc.co.uk/education/subjects/zjxhfg8>

KS2 BBC Bitesize

<https://www.bbc.co.uk/education/subjects/z826n39>

Woodlands Resource Zone

<http://www.primaryhomeworkhelp.co.uk/maths/index.html>

Primary Maths Games

<http://www.primarygames.com/math.php>

Primary Interactive

<http://www.primaryinteractive.co.uk/maths.htm>

Please also refer to our school's Calculation Policy on the website