

# Christ Church CE School

## Homework Policy



**February 2015**

Christ Church  
CE Primary School  
Regents Park  
NW1 4BD

Christ Church C of E Primary School  
Homework Policy

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Mission Statement

**The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.**

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

# **Our School Aims - Every Child Matters**

## **The Ethos of the School**

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

## **The Values of the School**

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

## **The Standards of the School**

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

**Christ Church C of E Primary School**  
**Homework Policy**

**Date of policy:** February 2015

**Review date:** February 2016

### **Introduction**

Homework is anything that children do outside the core hours of a normal school day, which contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. It is an integral part of a child's education and assists them to make progress.

**This Homework Policy has been updated to reflect the changes to the curriculum as of 2014 and to meet the actions in our School Development Plan.**

### **Rationale for homework**

The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. At Christ Church we recognise that children benefit greatly from additional support at home. We see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

### **Aims and objectives**

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;

- to help parents have a better understanding of their child's capabilities and areas they can support them with at home;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.
- to provide homework that supports the new National Curriculum and our School Development Plan.

### **Types of homework**

In our Nursery children are exposed to many different books, they are encouraged to read as much as possible and to be read to by an adult. The children regularly take home individual reading books and library books. In Reception class the children are introduced to reading comprehension to build their understanding of stories. They are also introduced to different mathematical skills and regularly receive maths homework which matches what they are learning in the classroom. There is also a focus on handwriting, such as writing their name and initial words.

In Key Stage 1 we promote reading by giving children books to take home to read with their parents. We give guidance to parents to help them achieve the maximum benefit from this time spent reading with their child, such as Parent Reading/Phonics Workshops and providing parents with their child's reading age. Children receive reading comprehension questions as homework and we also send home the answers, to build their understanding and awareness of how to answer such questions. We also ask Key Stage 1 children to learn spellings, number bonds or mathematical tables as part of their homework. The children will be asked to either write their tables down or to practise with an adult before they complete their times table sheet independently. The younger children will be asked to do the same with their number bonds. These exercises help the children to consolidate and strengthen their numeracy learning. Spellings need to be practised daily and each spelling has to be written into a sentence encouraging the children to learn it in the right context. Children also receive a mental maths exercise to further develop their mathematical ability. Optional homework is also set in which we encourage the children to develop other skills, such as research, discussion and creative skills. For example, in the history topic on toys, we may ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons. When we ask children to study a topic or to research a particular subject, we encourage parents to take their children to the local library, museums/galleries and assist them to use the Internet and CD-ROMs if possible.

At Key Stage 2 we continue to give children the sort of homework activities outlined for KS1 but we expect them to do more tasks independently. We set English and maths homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home. In Oak class (Year 6) we set additional homework as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood.

## **Amount of homework**

We increase the amount of homework that we give the children as they move through the school. In reception class (Chestnut), Year one (Sycamore), and Year two (Rowan) children are expected to complete one hour of homework a week, in addition to reading to an adult. In Year three (Linden) and Year four (Cedar) the children should complete an hour and a half of homework each week exclusive of reading. In Year five (Willow) and Year 6 (Oak) the children need to spend approximately 30 minutes per night studying, again exclusive of their reading time. The amount of homework in year 6 is likely to increase as the children approach their SATs tests. This is in line with the DfES guidelines that were issued in 1998.

All children are given a homework folder. This is expected to be kept in good condition, which encourages the children to take pride in their work. Homework will be sent out to the whole school on a Wednesday evening and collected in on a Tuesday morning. We expect parents to take an active role in supporting their children, so we ask parents to mark their children's homework. In class, the teacher will record children who have completed or who have not completed their homework. We also inform parents of how well their child has done in their weekly spellings and times tables tests. This is a sheet completed by the child and kept in their homework folder.

## **Pupils with special educational needs**

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child and build in challenges. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Individual Education Plans (IEPs).

## **The role of parents**

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to mark their child's homework, from the answers we have provided and provide any comments for the teacher. This home marking process enables parents to understand the requirements form each piece of homework and enables parents to identify areas they may need to provide additional support with their child. Furthermore, parents need to ensure their child completes all the homework tasks that they are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

We ask parents to sign their child's yellow reading record book daily as requested.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher. Finally, if they wish to make a complaint about the school homework policy or the way that it is implemented, parents should contact the governing body.

### **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. We are committed to receiving parent feedback and so once the improved homework is established, we will ask parents to complete a questionnaire about the homework. Parents also 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.

### **Appendix**

1. Example of Reading Comprehension homework
2. Example of Spelling homework
3. Example of Mental Maths exercises
4. Example of Times Tables exercises

## Appendix 1- Reading Comprehension

### Big red boots



Tony Mitton's poem uses strong rhythms and rhymes, and is perfect for reading out loud. Listen out for the foot-stamping chorus. Does it remind you of anything?

Big red boots, big red boots.  
One of them squeaks and the other one toots.  
One of them hops and the other one stamps.  
Big red boots take long, wet tramps.

Boots, boots, big red boots.  
One of them squeaks and the other one toots.

Big red boots on busy little feet  
start out shiny, clean and neat.  
Big red boots, oh, yes, yes, yes,  
end up muddy in a terrible mess.

Boots, boots, big red boots.  
One of them squeaks and the other one toots.

Boots, boots, big red boots,  
squelch through mud and trample roots.  
Big red boots say, "Look! Oh gosh!  
What a great puddle there . . . Yay! SPLOSH!"

Tony Mitton



### Part 1

- 1 Colour the boots to match the title of the poem.
- 2 a) Read the first line aloud and make your fingers 'walk' like feet to the rhythm of the words.  
b) Which of the words below describe how the boots move? (ring **two**)
- scuffing    stamping    hopping    tiptoeing
- 3 Where do you think the boots are walking? (ring **one**)
- along a city street    in a supermarket    down a country lane
- 4 Write **two** words that describe the person wearing the boots. For example, is the person young or old, happy or sad, lively or lazy?
- \_\_\_\_\_
- 5 Name **two** noises that the boots make again and again.
- \_\_\_\_\_

1 mark

2 marks

1 mark

2 marks

2 marks

### Part 2

- 6 Why does the person wearing the boots say 'oh, yes, yes, yes', when the boots get muddy?
- \_\_\_\_\_
- 7 What do you think the person is doing in the very last line of the poem?
- \_\_\_\_\_
- 8 Which word sounds like the noise of walking through mud? (ring **one**)
- scratch    squelch    thud    sink    shake
- 9 Why do you think the poet writes 'SPLOSH!' in capital letters?
- \_\_\_\_\_

1 mark

1 mark

1 mark

1 mark



## Appendix 3- Mental Maths Exercise

A START UP 		Exercise 1	
1. $123 + 3 =$	<input type="text"/>	7. $695 + 5 =$	<input type="text"/>
2. $20 + 142 =$	<input type="text"/>	8. $158 - 10 =$	<input type="text"/>
3. $249 - 3 =$	<input type="text"/>	9. $40 + 526 =$	<input type="text"/>
4. $323 - 100 =$	<input type="text"/>	10. $149 + 800 =$	<input type="text"/>
5. $476 + 200 =$	<input type="text"/>	11. $111 - 9 =$	<input type="text"/>
6. $184 - 4 =$	<input type="text"/>	12. $287 - 40 =$	<input type="text"/>
<input type="text"/>			
B INTO GEAR 			
1. To thirteen add six.	<input type="text"/>		
2. How many tens in fifty?	<input type="text"/>		
3. 2 groups of two. How many is that altogether?	<input type="text"/>		
4. Fill in the missing sign (< or >) : 13 <input type="text"/> 15.			
5. Take three and thirteen from 30.	<input type="text"/>		
<input type="text"/>			
C TOUGH CHALLENGE 			
1. John has thirteen pence, Judy has one penny and Susan has 4p. What is the total amount?	<input type="text"/> p		
2. Work out $\frac{1}{2}$ of £20.	£ <input type="text"/>		
3. The length of a line is 18 cm. Find the length of a line that is 5 cm shorter.	<input type="text"/> cm		
4. Add one hundred cars to 343 cars.	<input type="text"/> cars		
<input type="text"/>			

## Appendix 4 - Times tables homework

Times tables practice 23/02/15

x2

$18 \div 2 =$

$12 \times 2 =$

$11 \times 2 =$

$7 \times 2 =$

$3 \times 2 =$

$24 \div 2 =$

$6 \times 2 =$

$22 \div 2 =$

$18 \div 2 =$

$2 \times 2 =$

$6 \times 2 =$

$14 \div 2 =$

$8 \div 2 =$

$10 \times 2 =$

$4 \div 2 =$

$10 \times 2 =$

$5 \times 2 =$

$24 \div 2 =$

$12 \div 2 =$

$14 \div 2 =$

My grown up checked my work:

Adult name: \_\_\_\_\_

I got \_\_\_\_\_ out of 20