



This policy was created in consultation with children, staff, parents and governors and with reference to the latest research from the Education Endowment Foundation.

#### Our aims are:

1. To consolidate and reinforce learning by revisiting skills learned in class through frequent practice
2. To foster and develop effective learning habits such as independence, responsibility and resilience (the children are responsible for completing work that was set for them)
3. To reflect on work completed during the course of their learning
4. To promote a positive attitude and encourage enthusiasm and engagement in learning

#### Research evidence and professional experience suggest that homework is most effective when:

1. It is planned and linked directly to learning taking place in class
2. It is explicit and clear to learners – for example: to increase knowledge or fluency in a particular area (maths facts; spellings; handwriting)
3. It is focused, short, clear and reinforcing of prior learning
4. The quality and expectation of the outcome is high
5. The challenge is appropriate to the learner's needs

#### How we set homework

Children have targeted homework in:

- **Reading** – sharing books with an adult is vital and pivotal to their progress
- **Maths** - parents promoting an 'I can' attitude to learning results in a lasting difference
- **Spelling, Punctuation, Handwriting and Grammar (SPAGH)** – short, focused, frequent and then contextualized is best
- **Other** aspects set less frequently that are linked to their learning in some way such as topic work – targeted and specific has the greatest impact on learning

Parents are informed of the homework timetable by letter or comment via the home school planner; updates and two-way feedback are also communicated via the planner, which is signed weekly by the teacher. Parents and children should be clear about what needs to be achieved and by when. Children are expected to record their reading in the planner, their test scores for aspects such as spelling, and should be increasingly effective in their use of the planner as they move through the school to prepare for the next stage of their journey; for example: recording when games kit is needed, times of music lessons, special items to bring in to school for a particular lesson etc.

The precise amount of time spent on homework is less important than the quality of the time spent. We understand that children will have worked hard during the day and may engage in many other pursuits out of school, which are very important to them. We wish children to enjoy other interests, to play and relax as well as complete homework tasks. We recognise that at certain times



of the year, extra work at home, besides the basics of reading, learning spellings and tables, is not appropriate. At very busy times, such as the weeks leading up to Christmas, homework will not be set. Whilst there is an expectation that children will continue to read during holidays, no additional homework will be set.

In addition to work provided by the school, we recognise that parents may choose to do activities with their children that deepen or extend their knowledge. Whilst these are not set specifically as homework, there will be opportunities to acknowledge these in class where we can and we will provide a 'flexible learning' overview each term that provides interesting cross-curricular ideas to pursue should parents / children wish to take their learning further.

At Charlton Kings, we encourage children to be responsible for their own homework. The tasks that are set routinely, such as: maths, spellings and reading are provided specifically for the child. There is an expectation that this reinforcement and consolidation homework will be completed by the child. This is compulsory and is assigned so that it can be completed independently. Children who do not complete this work will be supported in homework club at lunchtime. Homework that is not possible to achieve independently is encouraged but children who do not complete the work will not be required to attend homework club to finish this off. It will be made clear which homework tasks are compulsory.

#### How we respond to homework

All homework will be acknowledged appropriately: in some instances, a stamp or tick will identify this has been seen. On other occasions, where a more extensive piece of work has been created by the child, the work will be marked according to specific criteria linked to their learning. In some instances, parents are asked to mark on-going passport and spelling as the child completes the grid to ensure they are reinforcing good habits and the correct learning.

#### How parents' help is most effective

Parental engagement can have a positive impact on their progress, especially when parents:

1. Provide a supportive learning environment for children to complete their work by promoting the importance of homework
2. Encourage and foster good study habits in children by questioning understanding and reinforcing of precision in skills based activities
3. Promote accuracy and engagement when completing spellings
4. Liaise with school as appropriate to support their child's progress through the home school planner
5. Promote a positive attitude to learning, subjects and development by reflecting the link between effort and achievement. Comments such as: "You are learning!" and "Great mistake; let's try that again!" are more likely to reinforce strong learning attitudes than comments such as: "You are so clever!"



### Homework allocation

We recognise that all children are different and, for some, a greater focus on one area of learning may be more advantageous. In exceptional circumstances, the teacher may decide that the child's needs are best met by providing alternative activities; should this be the case, the child's provision will be discussed with parents.

Year	Reading	SPAGH	Maths	Other
3	3x per week for 10 minutes each time at least.	5 mins per day; 5 days a week.	Up to 5 minutes Passport practice per day; 5 days a week.	None given unless exceptional such as independent work linked specifically to learning needs.
4	3x per week for 15 minutes each time at least.	5 mins per day; 5 days a week.	5 mins maths practice based on need (Passport etc) 4x per week  1 x 15 min written or computer based task to consolidate learning.	Topic related homework as appropriate.
5	4x per week for 15 minutes at least  One session of 15 minutes of guided text discussion with adult.	5 minutes word practice 4x per week.  1 x 15 minute sentence practice including words.	5 mins maths practice based on need (Passport etc) 4x per week.  1 x 15 min written or computer based task to consolidate learning.	Topic related homework as appropriate.
6	4x per week for 15 minutes at least.  One session of 15 minutes of guided text discussion with adult.  One reading journal session per week.	5 minutes word practice 4x per week.  1 x 15 minute sentence practice including words.  Replaced by SPAGH study guide in terms 3, 4 and 5.	5 mins arithmetic practice based on need, 4x per week.  1 x 15 min written or computer based task to consolidate learning.  Study guide to be used as required in terms 3,4 and 5.	Topic related homework as appropriate.