



Homework Policy

Governor Committee Responsible:	Curriculum & Learning	Governor Lead(s):	Headteacher
Status	Non-statutory	Review Cycle	Three Years
Last Review	September 2021	Next Review Date	September 2024

Aims

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:

- It is planned and linked directly to learning taking place in class.
- It is focused, short, clear and reinforces prior learning.
- The quality and expectation of the outcome is high.
- The challenge is appropriate to the learner's needs.

How we set homework

Children have weekly homework in three areas: reading, maths and spelling.

Reading

Reading aloud, being read to and sharing books with an adult is crucial to a child's chances at school. Being able to read is fundamental to success in other subjects and there is a strong link between the number of words ([vocabulary](#)) a child knows and their future academic success at GCSE and beyond.

Maths

Quick recall and fluency in maths is important in developing confidence and risk taking – attributes which lead to mathematical success. Children will be set work aimed at maintaining the arithmetical skills they have been taught, to develop confidence as well as fluency and recall of key facts (number bonds and times tables). Adults at home can support confidence in their children by modelling an 'I can' attitude to maths.

Spelling

Spelling homework is designed to encourage an interest in words by exploring patterns and origins (etymology). The aim is to develop spelling skills by building on the 'sticky' knowledge gained in recognising patterns and to increase vocabulary.

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Expectations

At Charlton Kings, we encourage children to be responsible for their own homework. The tasks that are set routinely, such as maths and spellings are provided specifically for the child and they should be able to complete this independently. For reading, until they are fluent, children benefit from reading aloud to an adult as frequently as possible, ideally every day. Once children are fluent readers, they still benefit from reading aloud, but discussions about the text (such as unknown vocabulary, exploring how a character might be feeling or predicting what might happen next) are really helpful in developing comprehension. All children benefit from being read to, and this is a wonderful way to spend quality time with your child.

Children who do not complete this work at home will be supported in homework club at lunchtime. Parents are informed of the homework timetable in the letter sent home at the start of the school year; updates and two-way feedback are communicated via the planner.

Teachers and parents/carers are asked to sign the planner weekly to acknowledge they have seen any messages and to encourage children to keep a note of their reading. The aim of the planners is for children to be increasingly effective in their use as they move through the school to prepare for the next stage of their educational 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. As such we feel the amount of homework set is manageable. Parents/carers are welcome to encourage their children to learn more about the themes/topics the children are working on in school, such as by visiting museums or doing a project, but there is no expectation of this. We are very happy to see any additional work completed at home and it will be recognized by their teacher. Information about the themes/topics your child is learning can be found on our school website.

We also 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.

How we respond to homework

All homework will be acknowledged appropriately: in some instances, a stamp or tick will identify this has been seen and on other occasions, the work will be marked according to specific criteria linked to their learning.

How parents/carers can help

We encourage parents/carers to:

1. Provide a supportive learning environment for children to complete their homework.
2. Encourage and foster good study habits in children by questioning understanding and reinforcing of precision in skills based activities.

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3. Promote accuracy and engagement when completing spelling tasks.
4. Liaise with school as appropriate to support their child's progress through the home school planner. If your child seems to be finding their homework too difficult please let their teacher know as soon as possible so they can go back over the learning with them.
5. Promote a positive attitude to learning by reflecting the link between effort and achievement. Comments such as: "You are learning!" and "Great mistake; let's try that again!" reinforce learning behaviours.

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 Group	Reading	Spelling	Maths
3 and 4	5x per week for 10 minutes each time at least reading aloud to an adult. Daily storytime (being read to).	Weekly spelling sheet based on patterns/words taught in school that week.	Up to 5 minutes times tables practice per day; 5 days a week. Weekly arithmetic practice set on Teams.
5	5x per week for 15 minutes at least reading aloud to an adult or independent reading. One session of 15 minutes of guided text discussion with adult. 3 short comments about their reading in their planner each week.	Weekly spelling sheet based on patterns/words taught in school that week.	Continued recall practice of times tables – 5 minutes per day, 5 days a week. Weekly arithmetic practice set on Teams.
6	5x per week for 15 minutes at least reading aloud to an adult or independent reading. One session of 15 minutes of guided text discussion with adult. 4 short comments about their reading in their planner each week.	Weekly spelling sheet based on patterns/words taught in school that week.	Continued recall practice of times tables – 5 minutes per day, 5 days a week. Twice-weekly arithmetic practice set on Teams. Study guide in terms 3, 4 and 5.