



1. Aims:

- To develop an effective partnership between school, parents and other carers.
- To enable parents / carers to participate in their child's learning and gain an insight into the curriculum.
- To consolidate and reinforce skills and concepts taught in the classroom, particularly in Maths and English.
- To enable children to take more responsibility for their work and help prepare them for the demands of secondary school.
- To help children recognise that learning is not confined to the classroom.

- **Parent's / Carer's responsibilities:**

- To support their child with homework tasks by providing guidance / explanation where appropriate.
- To encourage children and praise them when they complete homework tasks.
- To reinforce the importance of homework and the role it plays in their child's learning.

2. Nature, frequency and duration of homework tasks:

The range, frequency and duration of homework tasks varies depending upon the year group concerned. Homework tasks should support the learning that takes place in school and are not intended to be onerous or overly burdensome upon children or their parents.

The time that children are expected to spend upon homework increases as they progress through the year groups. There are also plenty of opportunities for pupils to complete extra homework activities by accessing optional tasks.

3. Differentiation of homework

General homework tasks will typically be set without any specific differentiation but in certain activities, such as phonics, times tables, spellings and reading, the challenge of the work that pupils receive will vary (dependent upon their aptitude in the specific area of learning).

Pupils with an Education, Health & Care Plan (EHCP) may receive individual homework tasks that are tailored to ensure that the homework is accessible and of appropriate challenge.

4. Responding to homework and feedback to children

Feedback will take different forms, dependent upon task. Some pieces of homework will be shared and discussed in lessons (particularly practical or research tasks), some will be assessed in class (i.e. spellings, number bonds, times tables) and others may be formally 'marked' by the Class Teacher / Teaching Assistant.

Children receive appropriate feedback upon the homework they have submitted (through Teacher/Teaching Assistant marking, peer/self marking, oral feedback, reading record comments, spelling assessment outcomes etc).

Overview for each year group:

	What?
YR	• Reading (Records checked three times a week) • Flash cards • Maths: Parents informed of the weekly Maths theme so that they can support at home.
Y1	• Reading (Records checked three times a week) • CEW to practise weekly in homework books. • Phonic sounds/words to practise. • Maths activity linked to weekly learning (see homework books)
Y2	• 63Reading (Records checked three times a week) • CEW to practise weekly in homework books. • Phonic sounds/words to practise. • Maths activity linked to weekly learning (see homework books)
Y3	• Reading Records checked weekly. • Spelling homework sheets (tested weekly). • Timetables Booklet • Phonic sounds/words to practise.
Y4	• Reading Records checked weekly. • Spelling homework sheets (tested weekly) • Timetables Booklet
Y5	• Reading Records checked weekly. • Spelling homework sheets (tested weekly) • White rose work books
Y6	• Reading Records checked weekly. • Spelling homework sheets (tested weekly) • White rose work books

