



The Blue Coat School

HOMEWORK POLICY

Approved by the Governors' Teaching, Learning and Curriculum Committee on _____

Signed: _____

(A Poole – Chair of Teaching, Learning and Curriculum Committee)

This Homework Policy was devised by the Academic Lead and the Assistant Head (Learning and Teaching) in consultation with colleagues in the school.

Date of Next Review: Trinity 2027

HOMEWORK POLICY

1. INTRODUCTION

1.1

Homework is defined as anything a pupil does outside the normal school day that contributes to their learning, in response to guidance from school. It encompasses a variety of activities instigated by teachers and parents to support the pupils' learning.

1.2

The Homework Policy applies to all pupils in School, from Nursery to Year 6. There will be differences of approach between the age groups. Staff plan and prepare homework alongside all other programmes of learning.

1.3

The aims of the Homework Policy are:

- To ensure a consistent approach to the use of homework across the school
- To inform parents and carers about our approach to homework.

1.4

The Blue Coat School Homework Policy is available for parents on the School website.

2. PURPOSE

2.1

Homework has several purposes, which include:

- Developing an effective partnership between School and home
- Consolidating, extending and reinforcing skills and understanding, particularly but not exclusively, in English and Maths
- Encouraging independent learning skills and providing the self-discipline necessary for a pupil to work on his or her own
- Curriculum enrichment
- Helping pupils develop good work habits for the future.

2.2

These purposes change as pupils get older. Initially designed to build the partnership between School and home, and the involvement of parents in their child's learning, homework later provides pupils with the opportunity to develop the skills of independent learning.

2.2

Homework could include such activities as:

- Improving fine motor skills
- Reading
- Learning spellings
- Practising number bonds and multiplication tables
- Preparing oral presentations
- Learning vocabulary
- Revising for a test/exam
- Completing consolidation tasks
- Research
- Undertaking subject-specific tasks
- Life-skills and fundraising tasks

2.3

Staff set manageable tasks that are systematically integrated into the planning, and are effective in helping pupils progress in their learning. There are high expectations of pupils in completing homework and there is a regular programme so that teachers, pupils and parents know what to expect each week.

3. STRUCTURE

3.1

It is recognised that pupils should, as well as completing their schoolwork, be experiencing a whole range of activities. The length of the school day, and the desire to produce well-rounded and balanced pupils, who have the freedom to undertake after school clubs and activities, including sporting, musical and creative pursuits has been considered when producing the homework timetable. The importance of play and free time is also acknowledged as greatly beneficial.

3.2

Homework is marked according to the Feedback and Marking Policy. Homework completed well will be acknowledged and praised.

3.2 Homework in Pre-Prep

3.2.1 Reading at Home

3.2.1.1

In the Early Years Foundation Stage and at Key Stage 1 all pupils are given sounds, words and books to take home to read with their parents or carers. Guidance is given to parents and carers on how to achieve the maximum benefit from the time spent reading with their child at Parent Workshops, which take place during the academic year.

3.2.1.2

In Nursery, reading books are sent home from the beginning of the second half of the Michaelmas Term. In Reception, Year 1 and Year 2, reading books are sent home from the beginning of the Michaelmas Term.

3.2.1.3

All Pre-Prep pupils choose a library book each week which should be returned the following week.

3.2.2 Nursery

Pupils in Nursery are given fine motor activities, such as tracing and cutting activities to take home on a Friday, beginning in the Lent Term. There is no expectation for this homework to be returned to School.

3.2.3 Reception

3.2.3.1

Pupils in Reception are given fine motor skill activities to complete, such as pencil control and letter pattern/formation activities to take home on a Friday, beginning in the Michaelmas Term. There is no expectation for this homework to be returned to School.

3.2.3.2

Homework demands are differentiated according to the known capacity of the individual child and some pupils may be given spellings to learn during the Reception year.

3.2.3.3

Some pupils may be given reading comprehension activities and other reading-book related activities to complete during the Reception year.

3.2.4 Year 1

3.2.4.1

Pupils in Year 1 are issued with spellings related to the phonic sounds being taught in school that week, and common exception words. The number of spellings sent home to learn is differentiated according to the known capacity of the individual child.

3.2.4.2

Maths and English worksheets are issued every Friday to be returned by the following Thursday. Homework demands are differentiated according to the known capacity of the individual child.

3.2.4.3

Some pupils may be given reading comprehension activities and other reading-book related activities to complete during Year 1.

3.2.4.4

The pupils who attend the Learning Success Group may receive a further maths and English worksheet to complete on a weekly basis, linked to Individual Pupil Profile (IPP) targets, if appropriate.

3.2.5 Year 2

3.2.5.1

Pupils in Year 2 are issued with spellings related to the sounds being taught in school that week, and common exception words. The number of spellings sent home to learn is differentiated according to the known capacity of the individual child.

3.2.5.2

Maths and English worksheets are issued every Friday to be returned by the following Thursday. Homework demands are differentiated according to the known capacity of the individual child.

3.2.5.3

Some pupils may be given reading comprehension activities and other reading-book related activities to complete during Year 2.

3.2.5.4

The pupils who attend the Learning Success Group may receive a further Maths and English worksheet to complete on a weekly basis depending on individual progress and understanding. These may also be linked to Individual Pupil Profile (IPP) targets, if appropriate.

3.2.5.5

Multiplication tables and their corresponding division facts are to be learnt during Year 2.

3.2.5.6

Occasionally, homework may be set using an online platform such as Numbots or MyMaths. Pupils are given instruction on how to use these resources at school.

3.2.6

Information on the homework expectations for the pupils in Nursery, Reception, Year 1 and Year 2 is also set out in the BCS Parents' Handbooks issued to parents annually.

3.3 Homework in Prep

3.3.1

Reading is highly valued. In Years 3 and 4, pupils should read from a book, discuss the content and any new vocabulary with an adult. Pupils are encouraged to read regularly throughout the week with an adult, which should be recorded in their pupil planner. In Years 5 and 6, pupils should read daily and record their reading in their pupil planner. Some children may still benefit from reading aloud to an adult with discussion of the text and unfamiliar vocabulary.

3.3.2

Pupils from Years 3 to Year 6 will be given two pieces of English and two pieces of Maths homework a week. This is linked to the topic or work being studied during the week.

3.3.3

For consolidation purposes, pupils in Years 3 and 4 are encouraged to make additional use of *Times Tables Rock Stars* to improve their times tables recall speed. All pupils from Year 3 to Year 6 will be encouraged to complete *Atom Learning* tasks to continue to build academic confidence across English and Maths.

3.3.4

Pupils in Years 3 to 4 6 will have a dedicated spellings homework. Spellings should be practised at least three times a week and recorded in the pupil planner.

3.3.5

Homework is to be given on a Thursday and it is expected to be completed by the following Thursday. Enrichment Homeworks will have individual homework deadlines. Having a week to complete homework allows flexibility for pupils and parents to organise their academic time and extra-curricular activities.

3.2 Enrichment

3.2.1

In Nursery and Reception parents and carers are encouraged to complete a weekly enrichment activity with their child. These activities are shared with parents and carers through the Home/School Diaries and linked to the weekly focus in School.

3.2.2

In Year 1 and Year 2 parents or carers will occasionally be asked to support their child as they complete an enrichment activity. These activities may include elements of maths, English or science. Any enrichment activities completed in Year 1 or Year 2 will be shared with the class during English lessons.

3.2.3

In Years 3 and 4, while the focus is on settling into Prep and consolidating the basic skills, pupils are encouraged to complete weekly optional *Enrichment Tasks* to further their learning in other subjects. Some of this may be completed online. In the Trinity term of Year 2, pupils will also be given this optional enrichment task to help to prepare them for Prep.

3.2.4

In Reception and Year 2 and Year 3 ~~and 4~~, during the Lent Term, some homework tasks set will be linked to the English Speaking Board (ESB) assessments, developing the pupils' speaking and listening skills. Pupils in Reception will work towards achieving the ESB Early Steps: Step 2 (Speaking Out); Year 2 will work towards achieving the ESB Pre-Entry Level Award in Speech; pupils in Year 3 will work towards achieving the ESB Entry Level Award in Speech (Entry 1).

3.2.5

Pupils will be encouraged to complete home tasks linked to the Mini-Blue Award (Year 1 and Year 2)

and the Junior-Blue Award (Year 3 to Year 6) throughout the course of the year.

3.2.6

In Year 6, in the Trinity term, homework is linked to French Oral examination preparation and tasks specifically selected to reinforce key knowledge and skills prior to the transition to Senior School.

3.3 Homework Practices

3.3.1

Pupils should:

- have a comfortable and quiet place to work
- be encouraged to produce a high standard of work, similar to that which they would produce at school
- work within the times suggested.

3.3.2

The amount of homework increases as pupils move through the School.

3.3.3

It is suggested that pupils in the EYFS spend approximately 15 minutes on specific homework tasks. This does not include reading or learning spellings.

3.3.4

It is suggested that Key Stage 1 pupils spend approximately 15 minutes on specific homework tasks. This does not include learning spellings, times tables and reading.

3.3.5

It is suggested that Year 3 pupils spend approximately 20 minutes on homework tasks. Year 4 should take 25-30 minutes on homework tasks, and Year 5 and Year 6 should spend 30 minutes on homework tasks. This does not include learning spellings, times tables and reading.

3.3.6

These suggested timings may change at any time at the discretion of the Headmaster.

4. SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITIES

4.1

Homework tasks are appropriately set to the abilities of the pupils. If a pupil has a special educational need or disability, this is taken into account and activities are adapted to enable the pupil to complete the activity. If pupils have Individual Pupil Profiles (IPP), these may be referred to when setting homework.

4.2

Each pupil at The Blue Coat School is entitled to have his or her efforts and achievements recognised regardless of gender, ability, race or cultural background.

5. PARENTS

5.1

Parents are encouraged to take an interest in their child's homework, giving support and guidance where necessary.

5.2

If homework is taking longer than suggested, the teacher should be informed. Parents or carers should write a note in their child's home/school diary or reading diary for Pre-Prep pupils or communicate

this with their child's form or set teacher for Prep pupils. This information may be referred to the Head of Year, Year Group Leader or Head of Pre-Prep and Academic Lead, if appropriate.

6. PUPILS

6.1

Pupils should take responsibility for remembering to take homework activities, spelling and reading books home in order to complete the work set. The pupils should bring homework activities, spelling and reading books back into school on the due date, if applicable.

7. MONITORING AND REVIEW

7.1

The Homework Policy correlates with many other policies and procedures, including the following: Teaching and Learning Handbook; Curriculum Policy; Feedback and Marking Policy; Behaviour Management and Exclusions Policy; individual subject handbooks; Disability and Discrimination Policy; Policy for Equal Opportunities; Policy for Able, Gifted and Talented Pupils; Policy for Special Educational Needs and Disabilities; Policy for English as an Additional Language; and Policy for the Early Years Foundation Stage.

7.2

The Homework Policy is reviewed annually. It is presented to the Governors' Teaching, Learning and Curriculum Committee for information in the Trinity Term. The minutes of this meeting are presented to the Governors.