

Moreland Primary School



Homework Policy

Moreland Homework Policy 2024

Mission Statement:

***“Reach higher than we dream
to become the person we really want to be
as we do the best we can for the world,
for each other and for ourselves”***

This policy aims to ensure a consistent approach to homework across Moreland Primary School. The staff and governors hope to extend an effective partnership between school and parents in pursuing the aims of the school in accordance with the home-school-agreement and homework-contract (attached).

The purpose of homework is to consolidate and reinforce core skills and understanding, particularly in English and Maths, which have been taught in school. It is a means of enabling children to get one-to-one attention from their parent/s or another adult out of school, and enables parents to be more directly involved with their child’s learning by helping and supporting them.

Through this policy we aim to:

- Ensure consistency of approach across the school.
- Ensure parents/ carers have a clear understanding about expectations for themselves and the children.
- Ensure that the needs of every individual child are taken into account.
- Ensure that children become independent learners who take responsibility for their learning and realise that learning is extended far beyond the school grounds.
- Improve the quality of the learning experience offered to the children.
- Provide opportunities for pupils and parents/ carers to work together.

At Moreland we believe that support from home is an important aspect of a child’s education. Primary School homework is an opportunity for a shared family learning experience, which can inspire further learning and interest. Our homework is divided into compulsory and optional tasks to allow the flexibility to suit each family’s circumstances. Compulsory homework consists of the activities which we consider will have the maximum impact on children’s learning; Reading, Spelling and Mental Mathematics. All other homework will be optional until children reach Year 6, when we will start to prepare them for secondary school and their end of year assessments with a greater volume of homework tasks.

Homework should:

- provide children with an opportunity to share their learning with their parents and/or other family members;

- motivate children to extend their learning and interests beyond the school day;
- promote independence and a love of learning;
- allow parents, carers and the school to work in partnership for the benefit of their child;
- be an enjoyable, inspirational and stress free experience for all concerned;
- focus, if compulsory, on the basic skills of Reading, Writing and mental Mathematics.
- be differentiated by level of challenge to enable all children to access it and challenge themselves.

Homework in Foundation Stage:

In Nursery and Reception, regular reading to and with your child is vital, and homework will largely consist of parents/ carers reading to their child and hearing them read. The reading book gives adults the opportunity to write comments and communicate with the teacher about their child's progress.

Short activities, such as simple games, practicing their phonic sounds, learning high frequency words and practising numbers, provide an opportunity for young children to talk about what they are learning and to practice key skills in a supportive and encouraging environment. Playing together is a perfect opportunity to develop and support children's learning as young children learn best through play.

We also have a Home School Bear in each class that goes home with one child a week. The child then talks to the class about what they have done with the Bear and parents/ carers are encouraged to post pictures on Tapestry to support this.

Homework Schedule Across the School KS1 and KS2

Given out Thursdays or Fridays Collected Thursdays

Year 1	Weekly Spellings including 2 Tier 2 words to define and write in a sentence (as appropriate) Daily reading 20 minutes/day Weekly phonics NumBots (Online)
Year 2	Weekly Spellings including 2 Tier 2 words to define and write in a sentence Daily reading 20 minutes/day Weekly phonics NumBots (Online)
Year 3	Weekly Spellings including 2 Tier 2 words to define and write in a sentence Daily Reading 20 minutes/day Atom Prime English and Maths Homework (Online) Times Table Rock Stars and NumBots for children working below standard (Online)

Year 4	Weekly Spellings including 2 Tier 2 words to define and write in a sentence Daily Reading 20 minutes/day Atom Prime English and Maths Homework (Online) Times Table Rock Stars and NumBots for children working below standard (Online)
Year 5	Weekly Spellings including 2 Tier 2 words to define and write in a sentence Daily Reading 20-30 minutes/day Atom Prime English and Maths Homework (Online) Times Table Rock Stars and NumBots for children working below standard (Online)
Year 6	Weekly Spellings including 2 Tier 2 words to define and write in a sentence Daily Reading 20-30 minutes/day Atom Prime English and Maths Homework (Online) Times Table Rock Stars and NumBots for children working below standard (Online) CGP Books from January to prepare for SATs (instead of Atom Prime)

Compulsory Homework - Reading

Daily reading is compulsory homework for all children in the school. This reflects our belief that reading is of fundamental importance to a child's education and our desire to promote a love of reading in every child. This reading session should be more than just reading the print. We encourage parents and carers to share the books with their child, discussing and questioning at a level appropriate for their age and stage of development and discuss vocabulary. As children develop, their daily reading experience will be different, but will always include an element of shared experience with an adult to ensure that there is understanding of their book as well as accurate reading and reading for enjoyment.

Spelling

Spelling is a compulsory part of our homework for every child and we expect them to be practised daily. Additionally, our older children may be asked to evidence their spellings in context by writing sentences.

Compulsory Homework - Mental Mathematics Facts

Each child in the school will have online mathematics homework to improve their number fluency. This will be NumBots for KS1 and TTRS for KS2. The logins for these websites should be stuck in the front of their homework books so that parents can access them easily. Multiplication facts and key number facts are extremely important.

Daily practise of these facts can enhance children's mathematical ability and increase their speed and accuracy in other areas of Maths work.

Non-completion of Compulsory Homework

We hope that parents will recognise the importance of these homework tasks and will support their child by finding time in their daily routine to complete these activities. Where parents are unable or unwilling to support their child with daily homework at home, we will endeavour to provide time within the school day for those children, so that they are not put at a disadvantage. Due to timetable constrictions, this is likely to be during their break or lunchtime, when those children will be supervised in practising the necessary skills. Teachers will keep a record of homework which is handed in completed and speak to parents if there are concerns. There will also be an afterschool homework club available for children to complete their homework.

Involvement of parents:

As a school, we value homework as a way of involving parents directly with their child's learning. **Children benefit immensely from parents supporting them with their homework.** They get one-to-one attention on a regular basis and the parent is aware of how their child is coping at school. The children are able to consolidate their learning with another adult and have someone at hand if they don't understand. Research suggests that children who do not complete their homework regularly or get support from home are likely to be the children underachieving generally at school.

Therefore, **we encourage parents to mark the homework with their child and ensure that they carry out corrections.** This means the children get immediate and constructive feedback, and it makes homework more worthwhile and purposeful to the child. Teachers are rarely able to give children feedback or one-to-one assistance in relation to homework, as they already do this for a whole class in all subjects of the National Curriculum taught during the school day.

The staff of Moreland School value and acknowledge the large contribution parents and carers make to their child's education and look forward to using homework as a strategic means to improving each child's level of achievement. We can only do this through working in a close partnership with parents and carers.

Inclusion and Equal Opportunities

All children will have access to homework that is relevant to their current age and stage of development. In addition, we aim to provide suitable learning opportunities regardless of gender, ethnicity, home language or home background. The flexibility of our homework programme takes account of individual needs and of children's other interests and commitments outside of school, as well as our belief that children should spend their childhood engaged in imaginative play activity. In addition, it recognises the differing abilities of our parents and carers.

General tips

Practise at home is very important to reinforce skills. These tips will help your child to make better progress:

1. **Little and often** – 10-15 minutes per day is better than doing it all in one go. Sessions that are too long become boring for young children.
2. **Try to have a routine** – choose a time that is quiet. Do not pick a time that conflicts with a favourite programme or playtime.
3. **Give lots of praise and encouragement** - make your child proud of their **effort**.
4. **Encourage independence** – be sure your child understands the task. Do some together and then ask your child to have a go on their own. Build on this as the year progresses.
5. **Play games** – e.g. write key words on scraps of paper. Hide them in a room and play a game to hunt for them. Play games to learn times tables, play board games with dice, etc...
6. **Communicate with the teacher** – please go and see the teacher if you have questions or concerns about homework.

Revision Record of Published Versions			
Author	Creation Date	Version	Status
Fiona MaCorquadale	Nov 2017	1	
Jess Cameron	Sept 2019	2	Details of compulsory and non-compulsory, inclusion and year group expectations.
Catherine Lawrence	Sept 2020	3	
Jenny Phillips	March 2023	4	
Lucy Milner	July 2024	5	

Reception				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
any	after	good	much	same
new	back	me	great	mean
work	little	give	think	differ
part	only	our	say	move
take	round	under	help	right
get	man	name	low	boy
place	year	very	line	old
made	came	through	before	too
live	show	just	turn	does
where	every	form	cause	tell
FEBRUARY	MARCH	APRIL	MAY	JUNE
sentence	put	here	change	again
set	home	must	went	animal
three	read	big	light	point
want	hand	high	kind	mother
air	date	such	off	world
well	large	follow	need	near
also	spell	act	house	build
play	add	why	picture	self
small	even	ask	try	earth
end	land	men	us	father
Year 1				

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
head	study	keep	hard	order
stand	still	rock	start	don't
own	learn	never	might	while
page	plant	last	story	press
should	cover	door	saw	close
country	food	between	far	night
found	half	city	save	real
answer	your	tree	draw	life
complete	thought	cross	left	few
grow	let	since	late	stop
FEBRUARY	MARCH	APRIL	MAY	JUNE
open	ease	until	true	base
seem	pass	heard	during	hear
together	often	best	room	horse
next	always	better	friend	cut
fire	whole	feet	began	sure
problem	those	care	idea	watch
begin	both	second	fish	colour
piece	mark	group	mountain	face
walk	size	carry	north	wood
example	letter	took	once	main
Year 2				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
enough	though	leave	question	free
plain	feel	song	happen	minute
remember	talk	measure	complete	strong
usual	when	state	ship	special
young	soon	product	area	mind

ready	body	price	half	behind
above	consider	short	rock	clear
ever	family	numeral	other	tail
early	direct	class	fire	produce
list	pose	wind	south	fact
FEBRUARY	MARCH	APRIL	MAY	JUNE
street	object	ground	ago	snow
inch	decide	common	interest	bed
lot	surface	gold	check	bring
nothing	deep	possible	game	morning
course	moon	plane	shape	perhaps
stay	island	age	travel	fill
wheel	foot	dry	less	east
full	busy	wonder	miss	weight
force	test	laugh	brought	language
blue	record	thousand	heat	among
Year 3				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
arctic	act	signal	capture	chill
bold	active	spoil	fortunate	advice
border	cling	starve	adopt	nation
climate	convince	tour	advantage	ancient
fierce	confess	prefer	frail	abandon
opposite	ordeal	prepare	abundant	passage
mystify	observe	alert	origin	nursery
award	pastime	afford	perform	plunge
reverse	extend	terror	scatter	schedule
steer	struggled	reduce	balance	swift
FEBRUARY	MARCH	APRIL	MAY	JUNE
board	continent	brief	coward	attract

arrange	crew	brilliant	avoid	average
contain	pause	custom	deed	brave
launch	limit	bounce	loyal	journey
grasp	glide	habit	grace	recall
gasp	doze	globe	digest	coast
risk	examine	diagram	rare	prevent
enable	suitable	explore	ban	collect
triumph	value	vision	volunteer	wander
rely	remark	resident	respect	responsible
Year 4				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
ancestor	annual	dense	former	arena
mistrust	mock	deposit	noble	orchard
humble	impact	increase	indicate	inspire
envy	essential	extraordinary	flexible	focus
abrupt	descend	desire	destructive	develop
accelerate	content	erupt	crafty	circular
valiant	capital	tragic	typical	weary
anticipate	variety	vast	venture	request
recognise	address	release	represent	threat
appeal	shabby	shallow	queasy	recent
FEBRUARY	MARCH	APRIL	MAY	JUNE
outstanding	peculiar	peer	practice	precious
limp	manufacture	master	permit	plead
instant	invisible	jagged	mature	limb
fragile	frantic	frequent	lack	furious
disaster	ease	entertain	entire	entrance
hostile	concern	distract	distress	congratulate
coax	column	habitat	confuse	complete
blend	blossom	massive	competition	possess

resist	response	baggage	basic	severe
arrest	ascend	assist	attempt	attentive
Year 5				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
hearty	independent	industrious	intense	intercept
homonym	gigantic	illuminate	immense	hazy
antonym	identical	accident	attention	impressive
achievement	anxious	alternate	altitude	antagonist
portable	aggressive	preserve	protagonist	provide
exasperate	beverage	exert	blizzard	budge
cautiously	excavate	character	exhibit	companion
visible	arrive	vivid	combine	withdraw
agree	solar	dedicate	access	detect
prejudice	confident	strive	deprive	courteous
FEBRUARY	MARCH	APRIL	MAY	JUNE
summit	suspend	synonym	talon	taunt
sparse	spurt	rigorous	suffix	suffocate
slither	sluggish	soar	solitary	solo
route	Saunter	seldom	senseless	sever
require	resemble	retrieve	retire	revert
overthrow	pardon	pasture	pedestrian	perish
nonchalant	numerous	oasis	obsolete	occasion
escalate	evade	soothe	mischief	monarch
crave	compassion	stationary	comply	compose
remote	astound	superior	avalanche	bungle
Year 6				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
authority	formula	require	injure	survey
constitute	individual	specific	invest	exceed

assign	involve	structure	diverse	alternative
define	legislate	vary	obtain	component
cooperate	major	administrate	potential	considerable
economy	method	affect	primary	contribute
environment	occur	aspect	purchase	corporate
establish	period	category	range	fund
factor	principle	community	regulate	imply
finance	proceed	distinct	secure	instance
FEBRUARY	MARCH	APRIL	MAY	JUNE
justify	volume	grant	inhibit	license
layer	swarm	hence	undertake	margin
supplement	adequate	hypothesis	aware	medical
outcome	approximate	implement	clause	acknowledge
physical	attitude	mechanism	consult	modify
proportion	civil	incidence	energy	precise
react	commit	phase	equivalent	psychology
sequence	concentrate	regime	expand	stable
shift	cycle	resolve	external	substitute
technical	domestic	retain	image	sustain