



New Hartley First School

Homework Policy

'Happy children aiming high!'

Status	Non-Statutory
Created	Autumn 2017
Next Review	Summer 2018

Introduction

Every state-funded school must offer a curriculum, which is balanced and broadly based. The curriculum is all the planned activities that we organise to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum for 2014, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the pastoral enrichment to ensure that the pupils at New Hartley are caring, considerate and happy.

However, there is no legal requirement to set specific homework tasks. Therefore our school homework policy is centred on the following rationale:

We believe that homework:

- Provides a home/school link and promotes liaison
- Increases parental knowledge and understanding of the curriculum
- Actively involves parents in the learning process
- Generates discussion at home amongst family members
- Can help develop research skills
- Reinforces the teaching of the National Curriculum
- Can assist language development

At New Hartley First School we believe it is important that children are able to take part in a range of after school activities that develop skills and personal interests that may not necessarily be provided for in school. As such, homework tasks should be age appropriate, not be onerous and are intended to consolidate and extend learning in meaningful ways.

Early Years Foundation Stage

We would like to encourage regular, practical experiences that develop children's early skills such as:

- sharing and enjoying books with family members
- developing language skills through conversation with different people that children know
- practical maths, such as counting and recognising numbers in the 'real world'.
- weighing and measuring through play activities and baking
- gross motor skills development through running, climbing and outdoor play skills
- fine motor skills development through playdough, manipulating a range of toys and equipment

Key Stage One

In line with our thematic approach to the National Curriculum fortnightly homework will be linked to the class topic. Children will be given a question to think about, such as, 'What do you know about Neil Armstrong?' Or, 'Can you design a new pair of dancing shoes for Cinderella?'

Tasks can be completed in one of many ways;

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|------------|-----------------|---------------|-----------|
| • writing | • bullet points | • use of ICT | • stories |
| • pictures | • diagrams | • photographs | • poetry |

We encourage parents to work with children on these projects; whilst ensuring children take responsibility for as much as they are able.

Key Stage Two

Each half term children in years 3 and 4 will be provided with a grid displaying a range of activities/tasks the children can choose from. These will be directly linked to the class topic as well as key English, Maths and/or Science skills being taught that half term.

Example Grid (Year 4):

Research the fashion from Tudor times and let it inspire you to design your own Tudor costume. Label your design and, if possible, collect swatches.	Research musical instruments used in Tudor times. Draw or make it. OR Plan, design and build your own Tudor ship. You can use any materials you wish.	Challenge Mrs Gates! Create a maths problem involving perimeter for Mrs Gates to solve.	The Theatre Royal in Newcastle has an interesting history. Research this and write a report with your findings.
Research the famous Globe Theatre. Design and make a model of this, using resources of your choice (lollisticks, chocolate, a cake!)	Write a menu for a Tudor banquet. Research the foods that were popular during the Tudor times. Feel free to have a go at making these and bringing treats to share in class!	Write an idea for your own Shakespeare type play. Can you write it as a play script? Remember to set it out correctly.	What's in a name? The family tree of Henry VIII was very interesting – can you research your own family tree and draw it (be creative.) Get talking to your family and go back as far as your grandparents at least.
Research famous music of the theatre. Create a playlist of your favourite songs!	Research famous monologues from the stage. Memorise as much as you can from your favourite and get ready to blow us away with your recital!	The X Factor? Have you independently, away from our homework grid, researched/discovered/created something about our topic on Tudors? Have you put a lot of effort in to this? Are you proud of it and think it is amazing? We want to see it...	Write a story about a child in Tudor England. Remember: Opening, build-up, problem, resolution! The best stories will make it to our display.

Children are asked to choose for themselves which tasks they would like to complete and are encouraged to return completed tasks to school over the course of the half term. Much like in KSI, children are able to present these in a variety of ways. All completed homework tasks will be shared with the class and added to a classroom display.

Additional Homework

In addition to topic based homework all children are expected to practice focus number facts and/timetables linked to National Curriculum expectations for their year group and to read regularly at home. This will be class reading books as well as a range of age appropriate texts children can choose from class libraries and at home.

All children are provided with a copy of the High Frequency Words (HFW) and Common Exception Words that they are expected to be able to read and spell by the end of their curriculum year. These are to be shared at home and referred to for written tasks at home, though they will be explicitly taught in class and not tested on a weekly basis. We have chosen to move away from a weekly spelling test approach, as we believe spellings should be used contextually to embed understanding of the rules and the meaning of the vocabulary. These should then be applied in all writing rather than rote learning for a test.

It may become necessary over the course of the year for additional tasks to be sent home with specific children. Class teachers may choose this personalised approach to support children struggling with a particular aspect of the curriculum, involving parents to help close gaps in skills or knowledge. Any such tasks should be brief and focused.

Inclusion / Equal Opportunities

Due to the nature of the homework tasks set, all children, regardless of ability, at New Hartley First School will be able to access the tasks at their own level. The flexibility and range of possible outcomes allows parents and carers to support their children and all contributions are valued.