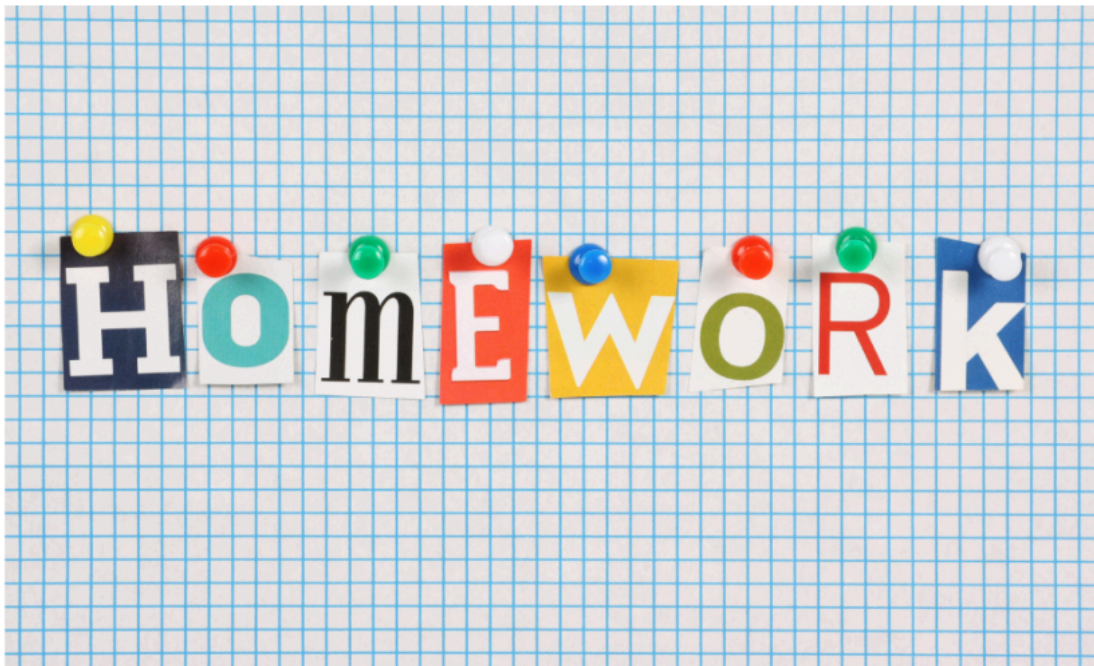




**Shipston-on-Stour**  
Primary School

# Homework Policy



## 1. RATIONALE

This policy was written in consultation with staff, parents, pupils and governors.

We believe that homework is important in developing independence, resilience, resourcefulness and responsibility in our children as well as reinforcing the learning which takes place in school. We also believe that it should not be onerous to children, parents or staff. Homework should offer opportunities for children to spend time with their families, to develop interests outside of school and support development of becoming successful people.

## 2. PRINCIPLES

- Ensure a consistent approach throughout the school.
- Offer clarity about expectations and responsibilities.
- Provide opportunities for home and school to work in partnership.
- Encourage children to develop independence and confidence as life-long learners.
- Provide opportunities for children and adults to enjoy learning together.
- Provide opportunities for children to consolidate school learning experiences.

## 3. EXPECTATIONS

We encourage all children to: read at least 5 times per week, practice their phonics/spellings and complete set homework activities, in line with our 3Be's and Values (*appendix 1*). Children should be supported to complete this practice at home by parents/carers (*guidance is provided in section 2 and 3 of this policy*).

All children are expected to complete the homework set each week. Opportunities and support will be provided for children to use ipads or chromebooks in school if required.

Homework is set by teachers each **Friday** and children are expected to complete it and hand in anything required by the following **Thursday**. No homework is set during holidays. Parents will be informed if children regularly do not complete homework.

In line with our 3Be's and School Values, it is expected that children and families will try their very best to establish effective homework routines for reading, spelling and number practice.

To further support families with homework, class teachers will share expectations and model strategies at the beginning of the academic year in Meet the Teacher Meetings.

Completing homework and handing it in is part of children learning to *Be Responsible*. If children do not complete homework on time by Thursday each week they will be supported to complete it in school.

Year Group	Activities	Approximate Timings for non-reading activities per week
<b>Reception</b>	Read with an adult daily; share stories and rhymes; talk together; sing songs including nursery rhymes. Numbots.	25 minutes
<b>Year 1</b>	Read with an adult daily; complete comprehension activities (every 2 weeks); Numbots.	30 - 45 minutes
<b>Year 2</b>	Read with an adult; Alternate between Numbots or TT Rockstars and 5 arithmetic questions; spellings.	30 - 45 minute
<b>Year 3</b>	Read with an adult; Alternate between Numbots or TT Rockstars and 5 arithmetic questions; spellings.	45 minutes - 1 hour
<b>Year 4</b>	Read with an adult; Alternate between Numbots or TT Rockstars and 5 arithmetic questions; spellings.	45 minutes - 1 hour
<b>Year 5</b>	Read with an adult; Alternate between Numbots or TT Rockstars and 5 arithmetic questions; spellings.	45 minutes - 1 hour
<b>Year 6</b>	Read with an adult; alternate between Dr. Frost maths activities and 5 paper based arithmetic; spellings. SATS revision.	45 minutes - 1 hour

### Reading

Parents are asked to sign children's diaries every week to show that they have either read with their child or discussed their reading each week. Sharing books, stories, talking and singing together and reading are extremely important homework practices and we encourage children to read daily with their parents/carers. This should be a mixture of a child reading a book to an adult as well as a parent/carer reading to a child. Parents/carers are encouraged to discuss books with their child to develop their understanding as well as fluency. Talking about what has happened in a story, new vocabulary and how children feel about certain characters and why are important in helping children to develop deeper reading skills. Advice for parents on how to support their child's reading at home can be found in *Appendix 2*.

### Talk and Singing

Talking with adults helps children to understand what they are reading, develop important speech and language skills and process emotions and feelings. Singing helps children to develop an understanding of the rhythm of language and to hear rhymes and language patterns. These in turn help children to become more successful readers, writers and communicators across all areas of learning including our ability to form friendships. We encourage all parents and children to continue to talk and sing together throughout their time in school.

### Spellings

Children are expected to practice spelling words using the techniques taught in school. There will be 7 words each week, 1 from the previous spelling pattern, 3 from learning that week and 3 from National Curriculum common exception/statutory word lists.

Children should choose their preferred method for practicing spellings and use their homework book to record their efforts (see *appendix 3*).

## **Maths**

Children will alternate between written arithmetic homework and online learning each week. Activities are selected which help children to practice work previously taught in school. Arithmetic questions will consist of 5 questions given in two standards for the children to choose from and should be completed in their Maths Homework book. Online programmes have been chosen as they give children immediate feedback on their answers.

## **4. ONLINE LEARNING**

Some Maths activities are set using online platforms. These give children and parents immediate feedback on progress. Each child is given a personal login. Opportunities will be provided to allow children who cannot access the internet at home to complete homework at school. If other platforms are used parents and children will be informed.

## **5. REWARDS**

Children will be awarded 5 house points for each completed piece completed on time each week, meaning that most children can earn up to 15 house points each week.

## **6. HOMEWORK SUPPORT**

If your child does not complete their assigned spelling, Maths, or comprehension homework by the set deadline of Thursday, they will be given the opportunity to finish it during a short supervised session. This will mean they stay in during a break time for up to 15 minutes to ensure they have the time and focus needed to complete the work and catch up with their peers. This approach is intended to instill responsibility, as part of our school 3Be's and ensure every child benefits fully from the homework set.

## **7. OPTIONAL ACTIVITIES**

We recognise that some children and families would like to have guidance on additional activities related to school for children to engage in to develop deeper learning at home.

The following are available as options:

### **Curriculum Knowledge Organisers**

These are sent home at the start of each term. They outline the learning each class will be covering and some key vocabulary. Children may use these as a starting point to explore knowledge further using research skills taught in school. Children are encouraged to share any work they may produce as a result of this with their class teachers.

### **Total Recall**

Total Recall badges are earned by children displaying a sound knowledge of various number facts. Children are encouraged to practice at home before being tested in school. Children may only attempt to earn one badge per day (see *Appendix 4*).

### **Shipston Spirit Awards**


This is an award that is designed for our KS2 pupils to reward their efforts, experiences and achievements both inside and outside of school over their time in KS2. There are 4 levels to the awards: bronze, silver, gold and platinum. Awards are earned through completing activities both inside and outside school in the following areas which work with our 3 Be's and Values:

- **Developing ambition:** These tasks are designed to develop curiosity, focus, resilience and flexibility.
- **Being active:** These tasks are designed to develop collaboration, determination, teamwork and appreciation.
- **Growing character:** These tasks are designed to develop initiative, originality, perseverance and responsibility.

 **KINDNESS + COURAGE + RESPONSIBILITY = SHIPSTON SPIRIT** 



**OUR VISION**  
At Shipston-on-Stour Primary School we believe that everyone can achieve if we work together, never give up and show the Shipston spirit.



**KINDNESS**  
 We welcome and care for every member of our school and do all that we can to make our community and our world the best place it can be for ourselves and future generations.

**COURAGE**  
 We will achieve together by being brave learners, accepting all challenges with resilience. We will support others when they need our help.

**RESPONSIBILITY**  
 We will take responsibility for becoming successful people who value each other, ourselves and our world; are happy, thrive and view our future positively.

**OUR MISSION**

-  **To be caring:** towards ourselves, each other and our world, now and in the future.
-  **To be innovative:** provide rich, creative and memorable experiences which inspire a love of learning.
-  **To be proud:** celebrate our own and others' achievements.
-  **To be our best:** outward looking and restless in our pursuit of making excellence a habit.



**OUR VALUES**

**Shipston** - kindness, courage, responsibility

**Trust** - relationships, excellence, service, passion, ethics, collaboration, trust

[www.shipston.warwickshire.sch.uk](http://www.shipston.warwickshire.sch.uk)

## Be Kind



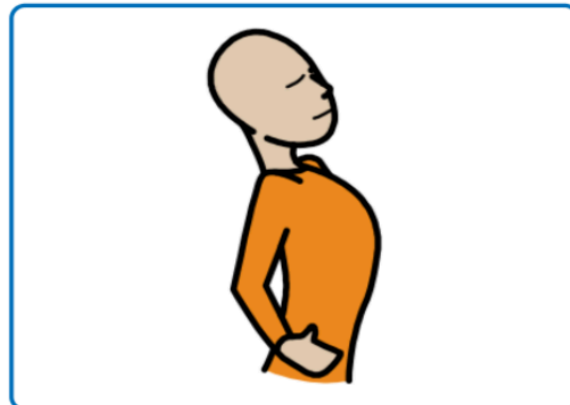
 Kind hands.	 Kind feet.	 Kind mouth.
 Be kind to yourself.	 Be kind to others.	 Manage your emotions.

## Be Responsible



 Your actions.	 Your equipment.	 Best effort.
 Doing your homework.	 Coming to school.	 Caring for our world.

## Be Brave



 Ask when you need help.	 Try something new.	 Keep going.
 Forgive.	 Feedback is a gift.	 Share your ideas.

## Appendix 2: Reading With Children Top Tips

**R**egularly. Read regularly for a short burst of time.

**E**nthusiasm. Show your enthusiasm and enjoyment of reading - your children look to you as a role model; if they see that it is important to you they will feel that it is important to them.

**A**sk. Take the time to ask questions to each other and discuss what you have read.

**D**ivide. Share the reading and questioning. Take turns.

Choose a reading skill focus each time you read. You may choose more than one.

### Decoding and Fluency

### Expression and Intonation

### Comprehension

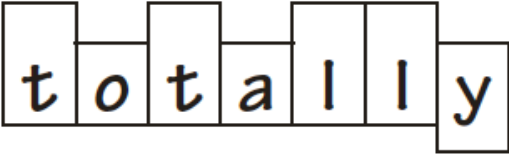
Every time you read together	Step 1 is always the same, no matter the reading focus. 1. <b>Introduce the book to your child. Tell them how much of the book they will read during this session e.g. 3 pages, 1 chapter etc.</b>
<p><b>Decoding and Fluency:</b></p> <p>Practice sounding out new words.</p>	<p>2. Phonics book: look inside the front cover and share the speed patterns or green and red words in the book. A.R. books: discuss how to pronounce new words and their meanings as children encounter them.</p> <p>3. Child to begin reading. Support any words which they are unsure of by helping them to break the word into sounds (Fred Fingers). Blend together sounds and repeat the word.</p> <p>4. Adult reads the whole sentence, child repeats the whole sentence (echo reading).</p> <p>5. Finish with a discussion of what you have read together, ask each other a few questions. Congratulate your child's effort.</p> <p>6. Write in the reading diary. Add any specific notes that you may feel are important e.g. Child A read all of the green words well but found the -aw pattern tricky.</p>
<p><b>Expression and Intonation:</b></p> <p>Practice varying speed and tone to create a reading flow.</p>	<p>2. Share the reading focus together e.g. to read speech in the emotion of the character; use different voices for each character, notice punctuation.</p> <p>3. Spot and share new words or words the child struggles to pronounce.</p> <p>4. Adult model reads a sentence / paragraph / page before the child echo reads.</p> <p>5. Finish with a discussion of what you have read together, ask each other a few questions. Congratulate your child's effort.</p> <p>6. Write in the reading diary. Add any specific notes that you may feel are important e.g. Child A learned the word 'furious' and read the character with an angry voice.</p>
<p><b>Comprehension:</b></p> <p>Practice the understanding of the text: <i>vocabulary, explanation, retrieval, inference, prediction, summarise / sequence</i></p>	<p>2. Share the reading focus together e.g. we'll read to page 6 and then we're going to predict what will happen next.</p> <p>3. Child begins reading and then the adult reads for a short time before swapping back. The adult reading offers a model of fluency and allows the child to focus on comprehension, easing brain overload.</p> <p>4. Stop at different points to check understanding with specific questions.</p> <p>5. Finish with a discussion of what you have read together, ask each other a few questions. Congratulate your child's effort.</p> <p>6. Write in the reading diary. Add any specific notes that you may feel are important e.g. Child A was able to tell me why they liked the character of the mouse.</p>


### Examples of Question Stems / Tasks

These questions will support when you choose a reading focus. You may choose questions from different areas.

<b>Comprehension skill</b>	<b>Question stem / task</b>
<b>Vocabulary</b>	What does ' <i>this word</i> ' mean? Can you use ' <i>this word</i> ' in a sentence of your own? Which word in this sentence do you think is the most important? Why do you think that? Why do you think ' <i>this word</i> ' is repeated? Find a word that tells me what the character is like. What do you think ' <i>this phrase / expression</i> ' means? E.g. 'The weather was filthy.'
<b>Retrieval of Facts</b>	Why / when / who / where / what / how? Questions Give one piece of evidence to show... Name a problem that this character came across on this page / in the book. How did they solve the problem? Is this statement true or false? E.g. <i>Charlie was a greedy, selfish boy.</i> Name 2 things the character found hard / easy / confusing etc. Where is the story set? Tell me 2 things you've learned about this character.
<b>Prediction</b>	What does the front cover make you think the story / book will be about? What do you think will happen next? Why do you think the character said / did that? Why do you think the author chose that word? What lesson is the story trying to teach?
<b>Explanation</b>	What genre of book is this? Has the story reminded you of anything that has happened to you or someone in your family? How is this character similar / different to you? Is this character like a character in another book you have read? How? What is the main problem the characters face in the story? Who do you think is the most important character in the story? Why? Who is your most / least favourite character? Why?
<b>Inference</b>	Find a word which shows how a character feels? Can you find where humour is used? How does this paragraph / phrase make you feel? E.g. scared Which words make you feel that way?
<b>Summarise / Sequence</b>	Which of these events happen first in the story? What happens next after... What happens at the end of the story? How does the main character change over the story? When does Character A meet Character B?

### Appendix 3: No Nonsense Spellings Strategies

<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.  <b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p><b>Trace, copy and replicate (and then check)</b></p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.          Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.          If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p><b>Quickwrite</b></p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.          This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p><b>Drawing around the word to show the shape</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <div style="text-align: center;">  </div>

<p><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p><b>Words without vowels</b></p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p style="text-align: center;">f _____ ld</p>
<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">     p      py      pyr      pyra      pyram      pyrami      pyramid   </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p><b>Other strategies</b></p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>

<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p  py  pyr  pyra  pyram  pyrami  pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
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Appendix 4: Total Recall

**TOTAL RECALL**

- Number bonds to 5
- One more, one less to 10
- Number bonds to 10
- One more, one less to 20
- Number bonds to 20
- Doubling and halving to 20
- Crossing boundaries + and -
- Number bonds to 100
- Times Tables 2x, 5x, 10x
- Times Tables 3x, 6x, 4x, 8x
- Times Tables 7x, 9x, 11x
- 12x table plus total recall of all times tables and number bonds to 100
- Zebra pattern
- Tiger pattern
- Leopard pattern
- Polka Dot pattern
- Converting measures
- Rainbow pattern
- Half circle diagram
- Quarter circle diagram

**Zebra** - division tables facts 2, 3, 4, 5, 10 and 11.  
**Tiger** - division tables facts 6, 7, 8, 9 and 12.  
**Leopard** - multiplying and dividing whole and decimal numbers by 10, 50, 100 and 1000.  
**Polka Dot (Shape)** - name and describe properties of 2D and 3D shapes; Use terminology (face, edge, vertex).  
**Rainbow (Time)** - days in a week; months in a year, seconds, hours, minutes; tell the time to 5 minutes on a 12 hour and 24 hour clock.  
**Half** - fractions and percentages of numbers up to 100 and multiples of 10/100, e.g.,  $\frac{1}{2}$  of 60, 20% of 44,  $\frac{1}{4}$  of 180.  
**Quarters** - equivalent fractions, decimals and percentages including tenths, fifths, thirds, halves and quarters, recognising equivalents with hundredths, e.g., 0.45 / 45% /  $\frac{45}{100}$ .