

## Homework Overview

*Eagle School's Homework Policy has been drawn up following consultation with Parents, Staff, Pupils and Governors. The complete Homework Policy is available on the school website and from the School Office.*



We believe that homework is an effective way of:

- Allowing children time to consolidate learning
- Allowing children responsibility to take more ownership in their learning and in managing time
- Keeping parents/carers informed as to what their child is learning in school.

We also understand that many children take part in after-school activities and we recognise the importance of these alongside the opportunity to simply enjoy childhood and to 'be' a child.

Our approach is to provide a developmental progression from class to class and ultimately to support secondary school readiness. At the same time, we hope to deliver a reduced timetable and which rewards homework with dojo points:

- Reception children should spend up to 5 minutes per item and extend the building blocks of reading with work on high frequency words/letter sounds to support the development of independent reading skills.
- Year 1 and 2 children should spend up to 10 minutes per item and supplement their mathematical learning with tables (including: x2, x3, x5, x10).
- Year 3 and 4 this should spend up to 15 minutes per item and supplement their mathematical learning with tables (including: x4, x6, x7, x8, x9, x11, x12).
- Year 5 and 6 children should spend up to 20 minutes per item and supplement their mathematical learning with all the tables. This will increase for Year Six during the year as children prepare for SATs and secondary readiness.

The traffic light symbol will allow you as parents to indicate how the homework was handled by RAG rating against the traffic light ~ circling red for 'not so good', through to green for fine. Homework will be pitched to have some easy, 'ok' and trickier elements included. It is ok to get stuck, as well as find the work perfectly doable ~ this will all help inform us in school what we must do next.



We identify reading as a **life skill**, consequently put no time expectation on this and will reward this also with dojo points. All children should have the opportunity to read regularly (if not daily), sharing this with an adult. This can be sharing or discussing a book with an adult, reading to an adult or listening to a story and can be a school book, child's own book or a library book.

We ask that an adult records in the reading record when this is completed and where appropriate the child can comment on what has been read when reading longer books (eg p24-38 or Chapter 3 or "I enjoyed hearing how the character felt when they were trapped").

The school reading books are intended as a 'borrowing system' to encourage regular reading. In the early stages of reading, books practice particular skills and letter patterns, moving on to children having a preference of books types. This is an independent activity and children have the responsibility to change and choose their own book as teachers will teach the skills of reading in school. This will be monitored termly.