



ECCLESTON
PRIMARY SCHOOL
incorporating
Beechbuds Pre-School

Homework Policy

Inspiring independent learners to thrive in a changing world

Aims

At Eccleston Primary School, we have an approach to homework that enables children to reinforce their classroom learning at home and give parents the opportunity to help their child to make rapid progress in their learning. In doing this, we also strive to ensure that homework does not place onerous demands on children and their parents. We recognise that children should be able to take part in other after school activities in order to develop fully in their own areas of interest.

Statutory Requirements

There are currently no statutory requirements for the amount of homework that should be set in primary schools.

Guidelines

EYFS

Children in Reception will take home two reading books each night.

1. A phonically decodable book which is matched closely to the child's phonic ability so that they can be successful at reading. Our general approach is that the book lags slightly behind the phonic knowledge they are being taught in class so that they can be highly successful when reading at home.
2. They will also take home another book, we call this a 'love me, share me' book, which is not directly matched to phonic level but can be shared with parents.

Children in Beechbuds and Reception are expected to have regular experience of practical maths activities in the home and developing their language skills through talking about practical experiences they have had.

These practical experiences might include –

- Cooking
- Visiting family members
- Looking at labels and prices at the shops
- Going to the park /spending time in nature
- Choosing books at a local library
- Visiting art galleries, museums, zoos etc...

KS1

Children in KS1 (Years 1 and 2) are expected to complete the following each week:

Maths

- Maths homework – please see list of in the appendix.
- Year 2 pupils will also have Times Tables Rockstars practice each week, the link to access this is in the appendix.

English

- Children will learn 2 spelling words and 4 common exception/tricky words each week and will have a spelling quiz for these words on a Friday.
- Reading, which is logged in the child's reading record.
- Children will bring home a phonically decodable book every night to read at home. These books are matched closely to the child's phonic ability so that they can be successful at reading. Our general approach is that the book lags slightly behind the phonic knowledge they are being taught in class so that they can be highly successful when reading at home.
- They will also bring home another book, we call this a 'love me, share me' book, which is not directly matched to their phonic level but can be shared with parents.

Foundation Subjects

- Children are welcome to continue their learning on any subject at home and are welcome to bring this into school to share with their teacher and class.

KS2

Children in KS2 (Years 3,4,5 and 6) are expected to complete the following each week:

Maths

- Times Tables Rockstars practice.
- Teachers may sometimes send additional maths tasks to give children the opportunity to practice methods they have learnt in class.

English

- Children will learn 10 spellings from the word lists for their year group from the National Curriculum. New spellings will be given out each Friday and they will have a spelling quiz for these words the following Friday.
- Reading, which is logged in the child's reading record (approx. 30 minutes over the week).
- Pupils in Key Stage 2 may continue to take a book home each night, which is matched to their phonic ability if further practice is needed via the Collins Ebooks app.
- Other pupils will take home a reading book which will be broadly matched to their current reading ability according to the book band system.
- All children will bring home a 'love me, share me' book, which is not directly matched to their ability but can be shared with parents.

Foundation Subjects

Children are welcome to continue their learning on any subject at home and are welcome to bring this into school to share with their teacher and class.

We encourage parents of all our children to read with their children daily. We also encourage children to find the answers to questions that arise in class during the course of their learning.

Additional Homework Guidance

In addition to the above, teachers may sometimes provide more personalised homework to support children with their specific targets and gaps in learning. This additional homework should be brief and highly focused.

We acknowledge that different families have access to different resources at home to support them with their homework. We ask parents to discuss any concerns or difficulties they are facing with class teachers, so we can appropriately support families.

If you would like to do more with your child to support their education, then we would suggest providing them with a range of rich experiences that will give them increased knowledge of the world. This knowledge is invaluable in developing reading comprehension ability and gives children a wealth of information to draw on when writing in school. Suggestions of places to visit include museums, art galleries, nature reserves, theatres to see plays, libraries and restaurants. For further information regarding activities that the government suggests children should take part in please download this document [My Activity Passport](#).

Inclusion

All homework given is designed to meet the needs of the pupils. Teachers ensure that children have the knowledge and support to complete any homework given. Parents are welcome to talk to teachers about any issues regarding homework. Homework tasks will always have clear instructions to help parents understand the purpose of the work and will generally be revision of what has already been taught in lessons.

Teachers ensure that children have sufficient time to complete any homework given.

Equal Opportunities

All children are provided with equal access to homework. We provide suitable homework opportunities regardless of gender, disability, ethnicity and socio-economic background.

Appendix

EYFS websites to support learning:

<https://www.topmarks.co.uk/r.aspx?sid=5367> – Shape monsters
<https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns> - shape patterns
<https://www.topmarks.co.uk/r.aspx?sid=4720> – Ladybird counting
<https://www.topmarks.co.uk/learning-to-count/teddy-numbers> - Teddy counting
<https://www.topmarks.co.uk/r.aspx?sid=4685> – Underwater counting
<https://www.topmarks.co.uk/r.aspx?sid=5360> – Comparing measures
<https://ictgames.com/mobilePage/dinoSorts/index.html> - ordering numbers
<https://ictgames.com/mobilePage/speckledFrogs/index.html> - singing rhymes
<https://ictgames.com/mobilePage/homeTimeLadybirds/index.html> - matching numbers
<https://ictgames.com/mobilePage/fatSausages/index.html> - singing rhymes
<https://ictgames.com/mobilePage/beeMoreOrLess/index.html> - one more one less
<https://www.topmarks.co.uk/maths-games/robot-more-or-less> - one more one less
<https://www.topmarks.co.uk/learning-to-count/helicopter-rescue> - number game
<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame/> - Five Frame
<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/> - Ten frame
<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-songs/zn67kmn> - Number rhymes
<http://www.crickweb.co.uk/Early-Years.html> - Variety of activities
<https://nrich.maths.org/11116> - matching
<https://nrich.maths.org/5157> - sorting

KS1 websites to support learning:

<https://www.topmarks.co.uk/maths-games/hit-the-button>
<https://whiteroseeducation.com/1-minute-maths>
<https://www.topmarks.co.uk/maths-games/5-7-years>
<https://www.topmarks.co.uk/maths-games/7-11-years>
<https://trockstars.com/>
<https://mathsframe.co.uk/en/resources/category/22/most-popular>
<https://www.natgeokids.com/uk/>
<http://www.crickweb.co.uk/ks2literacy.html>
<https://www.phonicsplay.co.uk/resources>

KS2 websites to support learning:

<https://trockstars.com/>
<https://mathsframe.co.uk/en/resources/category/22/most-popular>
<https://spellingframe.co.uk/>
<https://www.natgeokids.com/uk/>
<http://www.crickweb.co.uk/ks2literacy.html>