



## **Sacks Morasha JPS Homework Policy**

The Homework Policy has been reviewed in the light of comments received from parental questionnaires and following staff consultation.

### **INTRODUCTION**

The aims of setting homework are to ensure that your child has understood the work done in class; to consolidate the learning; for the teacher to see if the children have retained information and also sometimes to give children the opportunity to research, collate and present their own thoughts and ideas. Homework is defined as anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

### **RATIONALE FOR HOMEWORK**

Homework is an important part of a child's education, and can add much to a child's development.

We see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning. The teachers have a responsibility to ensure that the homework set is aimed at the individual child's ability.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

## **AIMS AND OBJECTIVES**

The aims and objectives of homework are:

- To enable pupils to make maximum progress in their academic and social development;
- To help pupils develop the skills of an independent learner;
- To promote cooperation between home and school in supporting each child's learning;
- To enable some aspects of the curriculum to be further explored independently;
- To provide educational experiences not possible in school;
- To consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- To help children develop good work habits for the future.

## **TYPES OF HOMEWORK**

Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.

## **THE ROLE OF PARENTS AND CARERS**

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. If the internet needs to be used for research purposes we would ask that parents are mindful of our e-safety policy and issues that may arise and the teachers will suggest already tried and tested 'e-safe' sites.

Ideally parents should read with their children every day to help them develop a love of books and stories and help them to grow in confidence. We ask parents and carers to sign their child's Reading Record to show that they have heard their child read and discussed their books with them, whenever they hear their child read them. Curriculum Meetings will discuss and advice parents on the best way to hear their child read.

If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents or carers should contact the Headteacher in the first instance and, should concerns still remain, the governing body.

Your input into the homework is a personal decision. No teacher wants the parent to 'do' the work for the child but any elaboration or reinforcement is good and works towards the parent-school agreement. It is however important that each child has a quiet place to work, has clean paper, pencils and the necessary books at home to complete the given tasks. Spellings and tables will need to be 'tested at home' and children given encouragement. Teachers will advise parents on how to help their child learn their spellings and tables when giving this type of homework out for the first time.

**Topic work follow-up at home** Sometimes during a specific topic or project parents might like to take the opportunity to visit a relevant venue with their child. This may be to see the dinosaurs in the museum or even to see the baby lambs being born! This enables the child to have an added dimension to the work done in school. Please avoid any class outing venues which the teacher or school may have already planned for the whole class. It is interesting for a parent to have the opportunity to know what their child is doing in school, to see the progress that they are making and to be able to discuss and help your child plan their thoughts and ideas.

**Listening and caring** -It is always good to talk to children, to listen to their points of view and from there to guide them in the right direction. It is not always easy being a parent and it is a constantly changing learning curve. You love your children so it is worth remaining friends and for them to feel that you will support them even if they make mistake which is of course a normal part of learning. We have all done this and benefited from mums and dads who have been there for us. Please do speak to the class teacher if homework becomes an issue at home for both the parents and child.

### **HOMEWORK SCHEDULE**

Please note that homework will not be set during, or immediately prior to, Chaggim or holidays.

### **RECEPTION**

Different sound flashcards will be sent home on a weekly basis. Reading books will be changed daily and we expect parents to read for ten minutes daily with their child. (Remember this can include sharing books and you reading to your child.)

Hebrew Reading homework will be sent home each week. This will require you, initially, to review the Aleph Bet letter being learnt that week. Subsequently, there will be an Aleph Champ reading book for you to read the relevant pages with your child. This homework will be guided by what is written in their Reading Record book which will also be used as a School-Home link book for Hebrew Reading.

### **KEY STAGE 1**

*We expect children in Key Stage 1 to spend approximately between forty minutes ( Yr. 1) and one hour (Y2) a week on home activities in addition to daily reading of at least ten minutes*

Reading books will be changed daily and we expect parents to read for ten minutes daily with their child. (Remember this can include sharing books and you reading to your child.)

Literacy- weekly literacy homework from after the Chaggim. One of the following may be given;

*Creative writing - 15-20 mins*

*Reading Comprehension- 15-20 mins*

*Punctuation/grammar- 15-20 mins*

Numeracy as in literacy will be a weekly numeracy homework after the Chaggim in the form of one of the following;

*Consolidation activity- practise of skills such as addition and subtraction*

*Problem solving activity ie word sums*

Weekly Hebrew Reading homework will be set via the Reading Record books, following the Aleph Champ scheme. A Parasha study sheet for Parent-Child learning will be sent home weekly from Parashat Bereshit. This is not homework that needs to be returned but it is expected that families engage in this exciting opportunity to learn together with their children.

### **KEY STAGE 2**

**At Key Stage 2**, we continue to give children the sort of homework activities outlined for Key Stage 1, but will increase the amount of time that the children are to spend on completing their homework as well as increasing the amount of the reading activities specified in Key Stage 1

We encourage children in Years 3 and 4 to spend approximately one hour on homework ( thirty minutes on literacy and Numeracy ), and children in Years 5 and 6 to spend approximately one and a half hours on Literacy and Numeracy. This is in addition to reading daily as well which is something we feel is absolutely vital, as it grows to encourage our children to become avid and confident readers

Homework is always acknowledged and, according to the task, is either marked or used in class to support learning. For example, whereas a Maths task would be marked

according to the school marking policy, a topic research task may be shared in the lesson or used as part of a group activity.  
Homework completed well is acknowledged and praised. There may be some learning issues arising from the work, which the teacher will follow up in lesson time.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

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There will be additional homework for Chumash and Mishna that will be sent out during the term. This will amount to 5 or 6 pieces of homework during the course of the term. Homework relating to the Chaggim, Jewish Way of Life or Tefillah may be set at any time but will be timed so as not to over-burden the children.

### **IVRIT**

In addition, Ivrit will be sent home on a weekly basis with the expectation that children spend fifteen minutes in addition to the time allocated above.

### **POLICY FOR NON OR LATE SUBMISSION OF HOMEWORK**

#### **KEY STAGE 2**

We follow this procedure in the event that a child doesn't hand in their homework on time:

- 1st Occurrence –an email will be sent home to inform you that this has occurred. You will have the opportunity to discuss this with your child and then ensure it is handed in on the following day.
- 2nd Occurrence –your child will be asked to complete their homework during their playtime, and will then be expected to finish it at home by the following day. An email will be sent to you informing you of this.
- 3rd Occurrence –your child will miss as much breaktime as is necessary for the homework to be completed. An email will be sent to you informing you of this.
- 4th Occurrence –a meeting will be called with the child and their parents to discuss a way forward.

If the non or late submission of homework persists beyond 4 occasions, then the child will be sent to the Headteacher and Deputy Headteacher for them to take the necessary next steps.

### **INCLUSION AND HOMEWORK**

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way.