



MARUS BRIDGE PRIMARY SCHOOL

Homework Policy

Signature of Chair: K. Catterall

Headteacher: R. Aldridge

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INTRODUCTION

At Marus Bridge Primary School we recognise the vital role families play in the education of children. We believe in a strong home-school partnership, and homework plays an important part in this.

Homework Intent

Homework provides an opportunity for children to practise, revise and recall concepts and knowledge taught in school. The amount of time spent on homework should be reasonable and appropriate to the age of the child. The completion of homework strengthens the home-school partnership as well as opening dialogue between children and adults about what they are learning. It is expected that at times, children will need the support of an adult to complete their homework, especially in the case of younger children. Homework will not, however, involve completely new content.

Homework Implementation

Whole School

Reading

Children in all year groups are expected to practise reading at home. We offer the following incentives for home reading:

Weekly reward points	4 reads = 4 reward points 5 reads = 5 reward points 6 reads = 6 reward points 7 reads = 7 reward points
Raffle tickets	Every child who reads 4 or more times in 1 week will have a ticket put into the class raffle. Every 4 weeks a ticket is drawn from each class's raffle and the child with the chosen ticket gets to choose a high-quality book to keep. Every child who receives a raffle ticket is told and has their photograph taken for SeeSaw.
Reading Charts	Classes in EYFS and KS1 may also display a visual chart so that children can see themselves making progress through the year.

Bridge Builders

Bridge Builders is a programme of experiences that will enrich the children's curriculum learning and create opportunities to build a bridge to further success in the future. Half of the objectives are completed at home and half of the objectives are completed at school, making it a truly shared experience.

The activities have been carefully chosen to be age-appropriate, not onerous or costly, and to fit in with family life. Experiences change in every year group.

Children completing 80% or more of the Bridge Builder experiences will be awarded a special badge at the end of the year with the aim of collecting all seven badges in their time at Marus bridge – building a bridge to further success in the future.

Mathematics

Every child is supplied with an account for either Ten Town (EYFS) or Numbots/TTRockstars (Y1-Y6)

Children are encouraged to access these websites/apps at home weekly for around 30 minutes in short bursts (e.g. 3 x10-minute sessions), as they provide a great opportunity for recall of knowledge. Although time on these is not strictly monitored, a fortnightly mathematician of the week is chosen in each class, sometimes on the grounds of completion of this homework. Reward points or similar rewards may also be awarded for the completion of these activities.

Early Year Foundation Stage (Reception)

In addition to the whole school homework, children are set a regular phonics activity, based on previously taught content. Homework is not strictly monitored in EYFS, however the extra practice is encouraged.

Key Stage One (Years 1 and 2)

In addition to the whole school homework, children will be set the following:

Year 1	One piece of either English or mathematics written homework. This will sometimes be in a homework book and will sometimes be on paper.
Year 2	One piece of either English or mathematics written homework. This will sometimes be in a homework book and will sometimes be on paper.

Occasionally, a piece of homework relating to a current topic may be set instead of the above.

At the start of the academic year, the year group teachers will inform parents of the homework issue and due days for homework that year. In Key Stage One, the completion and return of homework are monitored in both year groups.

In year 2, children who do not complete/return their homework on the due date will stay in during afternoon break to complete it.

If there is a specific reason why your child has not completed their homework, such as illness, then please speak to your child's teacher so that this can be taken into account.

Lower Key Stage Two (Years 3 and 4)

Year 3	One piece of written English homework and one piece of written mathematics homework per week.
Year 4	One piece of written English homework and one piece of written mathematics homework per week.

At the start of the academic year, the year group teachers will inform parents of the homework issue and due days for homework that year. In Key Stage Two, the completion and return of homework are monitored in both year groups.

In years 3 and 4, children who do not complete/return their homework on the due date will stay in during morning break to complete it.

If there is a specific reason why your child has not completed their homework, such as illness, then please speak to your child's teacher so that this can be taken into account.

Upper Key Stage Two (Years 5 and 6)

Year 5	One piece of written English homework and one piece of written mathematics homework per week.
Year 6	One piece of written English homework and one piece of written mathematics homework per week.

At the start of the academic year, the year group teachers will inform parents of the homework issue and due days for homework that year. In Key Stage Two, the completion and return of homework are monitored in both year groups.

In years 5 and 6, children who do not complete/return their homework on the due date will stay in during morning break to complete it.

Homework Impact

We hope that the setting and completion of homework regularly will:

- Strengthen the link between home and school
- Improve children's knowledge retention and recall through repeated practice
- Help to teach children to take responsibility for their own learning, in line with our core school values.
- Help children experience success.

Special Circumstances

We understand the challenges of family life and the differing needs of children. If you find your child is having difficulty completing homework, then please speak to their teacher who can arrange modifications or support in school to help with this.

This policy will be monitored regularly and implemented consistently across school.