



Homework Policy

Approved by:	<i>C&S Committee</i>
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Review by:	Tanisha Koroma

Canonbury Homework Policy 2023

We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Canonbury we have a strong commitment to parental involvement and see homework as one way of developing this partnership.

At Canonbury, we understand the importance of children continuing to learn at home, as well as in school. However, we are also mindful of wellbeing and the importance of rest and relaxation. Our expectations for homework reflect this balance.

Why give homework?

- It can inform parents about work going on in class;
- It can further stimulate enthusiasm for learning;
- It takes advantage of the home environment and resources and the chance for one to one adult time;
- It can be a great source for gathering topic information to share with all the children;
- It is a great opportunity to rehearse and revise key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts;
- It helps to foster good habits of organisation and self-discipline in preparation for the demands of Secondary School.

Homework at our school

EYFS

Here is an outline of the weekly homework set:

Nursery
<ul style="list-style-type: none">• A library book to read with their parents/carers,• An overview for parents sharing the book of the week, any linked nursery rhymes or songs and the seven areas with ideas for parents to extend continuous provision,• Tapestry posts to share themes or topics being taught across the setting.
Reception
<ul style="list-style-type: none">• Daily interactive phonics homework of the sound of the day and Fred games via Tapestry,• Phonics letter formation sheet of the 4 sounds taught that week,• A phonics reading book linked to their reading level once appropriate,• A library book to read with their parents/carers,• An overview for parents sharing the book of the week, any linked nursery rhymes or songs and the seven areas with ideas for parents to extend continuous provision.

KS1 and KS2 Timetable

- Homework is set every Friday
- Homework is returned to school every Wednesday
- Spelling tests take place weekly
- Learning Together homework is set each half term
- Pupils must take responsibility for bringing their musical instrument on the correct day of their tuition
- Pupils are expected to take responsibility for practicing their musical instrument as instructed by the specialist teacher.


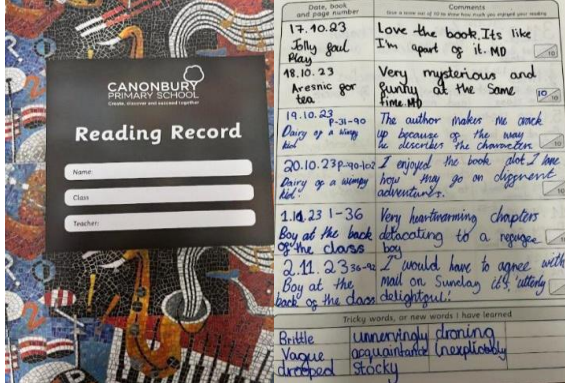

KS1 and KS2 Routines and Expectations

- The class teacher talks through the homework with children, which is then stuck into children's books (See appendix 1).
- Homework is related to children's learning that week and for wider curriculum the learning within that half

term. It is our intention, and good practice, to send work home that revisits recent learning; parents and careers are not expected to teach children new skills.

- For maths, spelling and writing, teachers will provide a scaffold to support children with their learning; this may include: an example sentence, a link to a helpful video, an image or model to prompt learning.
- For children who are not working at age related expectations, teachers make adaptations to the whole class homework to ensure all children are revisiting the learning they have been taught that week.

Key Stage 1 and 2 Activities

Oracy	<ul style="list-style-type: none"> • An oracy task linked to recent learning in the curriculum is set weekly. • Teachers provide oracy scaffolds to support children in engaging in high quality talk. This includes: questions, sentence starters, sentence stems and subject specific vocabulary. • Children talk to their parent/carer about what they have been learning at school related to the oracy focus. • Year 1 to start in the Summer term. 	 <p>Oracy in Geography: This week, we made Rangoli rice patterns in the playground. Talk to someone at home about: What are Rangoli patterns and why are they important in India? How did we make our Rangoli patterns?</p>
Reading	<p>In KS1:</p> <ul style="list-style-type: none"> • A phonics book, a book from the book-band system and a library book are sent home weekly. • In KS1, pupils are assigned a reading day to read with the teacher and change books. • Children also have the opportunity to change their books independently if they have finished before their day or if they'd like extra books to read. <p>In KS1 and KS2:</p> <ul style="list-style-type: none"> • Pupils are encouraged to read daily. This could include: listening to an adult read a story and reading books at their level with their parent/carer or independently. • Pupils and parents/carers are asked to complete a record of reading in their child's reading record, commenting on their strengths and area of development over the week. • This should be returned to school each week to be signed by a member of staff and for staff to respond to the comment. 	
Phonics	<p>For children doing phonics:</p> <ul style="list-style-type: none"> • A phonics reading book linked to their reading level - parents note the sounds that children found tricky • Phonics guidance for parents is on the school website • Sounds are in children's reading records to refer to 	
Spellings and Writing	<p>Spellings</p> <ul style="list-style-type: none"> • Learn weekly spellings using the 'look, cover, read' and other taught strategies. • Spellings are a range of words that link to the current learning, phase spellings or spellings with a particular letter string. • Spellings are tested each week. • Year 1 to start in the Summer term. <p>Writing</p> <ul style="list-style-type: none"> • Write each spelling in a sentence that includes a year group grammar feature. • A scaffold to support learning is added to each writing activity. This could include a video, image, model or an example of how to write a sentence with the correct spelling and grammar feature. • Year 1 to start in the Summer term. 	<p>Spelling and Writing: Practise learning these 6 spelling words: children, beautiful, after, India, river, mountain</p> <p>Now write them each in a sentence with a conjunction e.g. The children ate lunch then had an ice cream.</p> <p>Take your time to write 6 excellent sentences.</p> <p>This video will tell you more about conjunctions. https://www.bbc.co.uk/bitesize/topics/zkxsbk/articles/</p>

Maths	<ul style="list-style-type: none"> Complete arithmetic questions, showing your working out. (See Calculation policy for details on methods) There are 5 questions for KS1 and 8 for KS2 This is based on supporting number facts. For example, increasing knowledge of times tables, number bonds or other essential number facts. A scaffold to support learning is added to each maths activity. This could include a video, images, model of how to use the method needed for the homework questions. This will require regular practice throughout the week. Year 1 to start in the Summer term. 	Maths: Practice $23 + 8 = \underline{\quad}$ $42 - 5 = \underline{\quad}$ $37 + 7 = \underline{\quad}$ $18 - 9 = \underline{\quad}$ $51 - 6 = \underline{\quad}$ Challenge $33 + 18 = \underline{\quad}$ $42 - 15 = \underline{\quad}$ $37 + 27 = \underline{\quad}$ $48 - 19 = \underline{\quad}$ $53 - 14 = \underline{\quad}$ Check out this video to explain how we have been learning how to add and subtract using a blank number line: https://www.youtube.com/watch?v=GdFAFpc1nL0
Music	<ul style="list-style-type: none"> Practice tasks set by the brass and recorder teachers 	

Learning Together

Our Learning Together Curriculum homework is designed to build upon the concepts and skills that pupils have been learning across a range of wider curriculum subjects. Each half term, teachers provide a range of engaging, creative activities for the children to choose from. Children can bring their 'Learning Together' creations and projects into school to share with their classmates. We also encourage children to discuss their learning via ClassDojo or in conversation with their teacher.



Creative:

- Companies that trade in London need logos. **Use** an already existing company and **design** your own logo!

- Create a poster advertising Fairtrade across the world. Why is it important? **Tell** your audience!



Design + Technology:

- Having thought about the UK's imports, **choose** a variety of food items from home to **create** a meal, then find out the origins of each item and mark them on a world map.



Learning Together Homework

You can complete these tasks with someone at home over the half term.

London Trade



Geography:

- One of the biggest imports for the UK is energy. **How** can we use our own? **Research** a renewable energy and how we could use it.

Search: [Investigating energy in the UK!](#)
[KS2 Geography!](#)
[Year 5 and Year 6 - BBC Bitesize](#)

- **Create a map** showing where all of our **imports** and **exports** are traded to, all over the world.



Out and about:

- The UK is a centre for finance across the world. What can you see on buildings that tell us about our trading past?



Home Learning Feedback

- Individual verbal feedback is given to children when teachers review the homework books or when children share their learning with the class
- Maths and writing is marked by the children through supported self and peer assessment strategies
- Spelling tests are marked by the children through self-assessment
- Reading records are completed by teachers with acknowledgments and occasional comments where appropriate.

If homework is not handed in on time or is not completed, the class teacher will talk informally to the child and/or parent/carer. If homework is either handed in late or not completed at all on three separate occasions, parents/carers will be informed by letter.

Access to the curriculum

As a school, we see home learning as an integral part of the curriculum for all children. As such, parents will receive Canonbury Curriculum Overview each term, which gives you an outline of children's learning across all curriculum subjects. This will ensure parents/carers are aware of up-to-date coverage of the National Curriculum.

How parents can help their child with their homework

- Regularly talking to your child about their learning and school day
- Engaging in children's homework activities including 'Learning Together' activities
- Encouraging and praising your child when they have completed work set
- Ensuring the work is complete and returned to school on time
- Checking your child spends a suitable amount of time on homework

Additionally, parents can support their child's development by:

- visits to libraries, museums etc.
- cooking with them
- taking your child swimming
- playing games, e.g. board games, cards, ball games
- watching informative TV programmes together
- providing opportunities for craft activities, e.g. cutting, sticking, sewing, painting etc.
- gardening and growing plants
- using the internet to research something with your child (following guidelines for safe internet use)
- talking to your child about schoolwork, their day, what they have been learning about and how they have been learning

Remember: Homework is about reinforcing, practicing and confidence building...

Enthusiasing your child about undertaking homework and modelling the high value of homework to them is of key importance. Make it fun!

Appendix 1:



Oracy in Geography:

This week, we made Rangoli rice patterns in the playground. Talk to someone at home about:

What are Rangoli patterns and why are they important in India?

How did we make our Rangoli patterns?

Maths:

Practice

$23 + 8 = \underline{\quad}$ $42 - 5 = \underline{\quad}$ $37 + 7 = \underline{\quad}$

$18 - 9 = \underline{\quad}$ $51 - 6 = \underline{\quad}$

Challenge

$33 + 18 = \underline{\quad}$ $42 - 15 = \underline{\quad}$ $37 + 27 = \underline{\quad}$

48 - 19 = ____ 53 - 14 = ____

Check out this video to explain how we have been learning how to add and subtract using a blank number line:

<https://www.youtube.com/watch?v=GdFAFpc1nL0>

Spelling and Writing:

Practise learning these 6 spelling words:

children, beautiful, after, India, river, mountain

Now write them each in a sentence with a conjunction e.g.

The children ate lunch **then** had an ice cream.

Take your time to write 6 excellent sentences.

This video will tell you more about conjunctions.

<https://www.bbc.co.uk/bitesize/topics/zkxxsbk/articles/>

Reading:

Make sure you are reading every day and recording this in your Reading Record book to share with your teacher.