



**CASTLEFORD  
PARK JUNIOR ACADEMY**

# Homework Policy

**Castleford Park Junior Academy**

**May 2017**

*Review Date : May 2018*

## **Introduction**

At Castleford Park Junior Academy we believe that homework plays an important part in a child's education. The benefit of doing homework readies a pupil for the world of work and helps build positive attitudes towards independent study.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to making homework well-balanced across the school so that such opportunities are not reduced.

This Homework Policy was developed in consultation with staff members, parents, pupils and with the full agreement of the Governing Body.

## **Aims:**

Castleford Park Junior Academy's Homework Policy aims to:

1. Develop a consistent approach to homework throughout the school.
2. Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to homework.
3. Ensure that parents have clarity about what their child is expected to do and are informed about what their child is learning.
4. Support pupils' learning experiences via revision and consolidation of objectives taught.
5. Use homework as a tool for raising standards of attainment.
6. Improve the quality of the learning experience by extending it beyond the classroom.
7. Develop curiosity and enjoyment for learning and independent study

## **Responsibilities**

### **Role of the Headteacher and Governing Body**

1. Frequently check compliance of the policy and monitor its effectiveness.
2. Discuss with staff how far the Policy is being implemented.
3. Support parents with information about homework; inform new parents about the homework policy and ensure that it remains fit for purpose – taking into account parent views

### **Role of the Teacher:**

1. Plan and set a regular programme of homework for pupils that is consistent.
2. Provide a clear explanation of homework tasks to ensure all pupils understand.
3. Ensure all homework given is purposeful, appropriate to ability and links directly to the curriculum with a range of tasks to engage the children.
4. Monitor homework regularly, praise pupils who complete it and communicate with parents if there is a problem regarding completion or effort.
5. Mark homework and give feedback to pupils.
6. Ensure homework takes equal opportunities into account and that the needs of pupils with SEN & disabilities are considered.

### **Role of Parents/Carers**

1. Support their child with completing homework to a high standard and on time. As they get older, this may also include helping them manage their time effectively to meet deadlines given.
2. Provide suitable conditions and resources for their child to complete homework (a quiet room, a suitable writing surface, suitable materials to use.)
3. Praise their child and celebrate achievements with regard to their homework.
4. Inform teachers of any issues that may arise and co-operate with the school to find a solution.
5. As their child develops in age and ability, encourage independent study for more sustained periods – for example setting a timer to encourage focus for a specific length of time appropriate to the child and encouraging independent work first before helping/checking what they have done
6. Ensure that homework is completed by the pupil – rather than by the adult helping – as this is important for teachers to gauge where further support is needed.

### **Role of Pupils**

1. Take responsibility for their own learning and submit completed work in a timely manner, having a positive approach towards their work.
2. Put the same effort into homework as would be expected of class work, taking pride in their achievements.
3. Make sure they understand the tasks that have been set and seek clarification if required.
4. Ensure that they have everything they need to complete homework and return to school all books/stationery that has been borrowed to complete it to an acceptable standard.

### **Homework Tasks – Current practice**

1. Every half term, parents and pupils from each year group will be informed of what is expected of them with regard to homework: A homework menu is sent out which includes details of expectation and amount of homework over the half term – see Appendix One as an example
2. A school topic web also informs parents about the main topics and units of work being covered.
3. Additionally to this, each year group will issue weekly spellings and times tables that pupils should spend time learning each week. These will be handed out on a Friday and will be due in on the following Friday.
4. Teachers will also check and follow up on the amount of reading completed at home to ensure all children are accessing and engaging with reading books that challenge them appropriately
5. All pupils will have a homework book and will be issued with a homework folder to keep their homework neat and organised.
6. Homework will be marked when it is given in and returned to the child in the homework folder/book after an appropriate amount of time which gives the teacher adequate time for due consideration. Feedback will be given wherever possible in writing, although this is sometimes difficult when a pupil submits an oral presentation or model. In this case, a comment will be written on a provided 'feedback sheet' so that the parents and child can celebrate achievement.
7. Parents/carers are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child's class teacher. Feedback from parents about their child's homework is also welcomed by the school.
8. School will also endeavour to provide homework support for parents wherever possible through guidance on our website
9. The amount of homework will increase as the child progresses through school – particularly leading up to Year Six SATs. Teachers may occasionally set extra homework for the whole class, or specific individuals if they feel it would be beneficial, or has been discussed with parents. At

this point, children will receive revision homework rather than following the same procedures as the rest of the school.

**The table below shows expected homework.**

Year Group	Homework given	Maximum time to spend on it
3	<ol style="list-style-type: none"> <li>1. Reading – Reading scheme &amp; Accelerated reader book (weekly)</li> <li>2. Spellings &amp; Times Tables (weekly)</li> <li>3. Homework menu item (fortnightly)</li> <li>4. Mental maths practice test (fortnightly)</li> </ol>	<p>Reading – 3 times a week for 15- 20 minutes at a time.</p> <p>Spellings &amp; Times Tables – 3 times a week</p> <p>Homework menu – 2 hours over the fortnight.</p> <p>Weekly skills test (fortnightly) 30 minutes to complete as much of the sheet as possible. Encourage your child to tackle the calculations they are confident with, leaving the ones they are unsure about. These will be developed during teaching time.</p>
4	<ol style="list-style-type: none"> <li>1. Reading – Reading scheme &amp; Accelerated reader book (weekly)</li> <li>2. Spellings &amp; Times Tables (weekly)</li> <li>3. Homework menu item (fortnightly)</li> <li>4. Mental maths practice test (fortnightly)</li> </ol>	<p>Reading – 3 times a week for 20 - 30 minutes at a time.</p> <p>Spellings &amp; Times Tables – 3 times a week.</p> <p>Homework menu – 2 hours over the fortnight.</p> <p>Weekly skills test (fortnightly) 40 minutes to complete as much of the sheet as possible. Encourage your child to tackle the calculations they are confident with, leaving the ones they are unsure about. These will be developed during teaching time.</p>
5	<ol style="list-style-type: none"> <li>1. Reading – Reading scheme &amp; Accelerated reader book (weekly)</li> <li>2. Spellings &amp; Times Tables (weekly)</li> <li>3. Homework menu item (fortnightly)</li> <li>4. Mental maths practice test (fortnightly)</li> </ol>	<p>Reading – 3 times a week for 30 - 40 minutes at a time.</p> <p>Spellings &amp; Times Tables – 3 times a week.</p> <p>Homework menu – 2 hours over the fortnight.</p> <p>Weekly skills test (fortnightly) 45 minutes to complete as much of the sheet as possible. Encourage your child to tackle the calculations they are confident with, leaving the ones they are unsure about. These will be developed during teaching time.</p>
6	<ol style="list-style-type: none"> <li>1. Reading – Reading scheme &amp; Accelerated reader book (weekly)</li> <li>2. Spellings &amp; Times Tables (weekly)</li> <li>3. Homework menu item (fortnightly)</li> <li>4. Mental maths practice test (fortnightly)</li> <li>5. Additional revision that will replace the homework menu item as SATs approaches</li> </ol>	<p>Reading – 3 times a week for 40 – 45 minutes at a time.</p> <p>Spellings &amp; Times Tables – 3 times a week.</p> <p>Homework menu – 2 hours over the fortnight.</p> <p>Weekly skills test (fortnightly) 50 minutes to complete as much of the sheet as possible. Encourage your child to tackle the calculations they are confident with, leaving the ones they are unsure about. These will be developed during teaching time.</p>

## **Absences**

1. If the child is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils should be able to recuperate. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.
2. If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

## **Pupils who fail to complete homework**

All pupils are expected to complete homework on time. Teachers will keep records of pupils completing homework which will be regularly checked. If pupils fail to complete homework, teachers will contact parents to seek an explanation and resolution.

## **Marking homework**

Homework may be marked in a variety of ways according to the school's marking policy. The work will be ticked to show that it has been marked. Sometimes, the work is marked in detail and comments are given on future progress. Occasionally, the work may be marked orally with the child or class. If the homework is not of a sufficient standard for this pupil when compared to their class work, it will not be marked and the child will be asked to complete it again. (See appendix two for example of standards)

## **The School Homework menu will include:**

1. A Peri-ometer which suggests the difficulty of the pupil's homework.  
Mild- Is a recall or remember task.  
Medium- will expect the children to begin to explain.  
Hot will require deeper thinking from the children in order for them to create something.  
Extra Hot tasks will be tasks that require more writing and research for the children.
2. It will also include tasks from the following subject areas: science and the outside environment, modern foreign languages, speaking and listening tasks, humanities and citizenship, creative arts and may also include spiritual, moral or religious reflection
3. Times tables and spellings will be included as one of the choices on the Homework menu (Side Orders) for pupils to complete as part of their weekly tasks. These will be handed out on a Friday due in the following Friday.
4. A year group will specify particular 'handing in' dates – which will be recorded on the homework menu

## **Pupils with SEND**

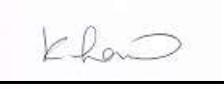
1. The school recognises that pupils with special educational needs and disabilities (SEND) may require specific tasks that support their individual development.
2. While pupils with SEND may benefit from special tasks separate from the homework received from other pupils, it is important that they also do as much in common with other pupils.
3. A balanced amount of the right type of homework will be set for pupils with SEND, in consultation with the parents and SEND Co-ordinator.

## **Equal Opportunities**

At Castleford Park Junior Academy, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

This policy is reviewed annually, although it may be amended as necessary throughout the year.

Reviewed May 2017 by J Joshua signed \_\_\_\_\_ Date : May 2017

Signed  \_\_\_\_\_

Date: May 2017

**Miss K. Law Headteacher**

Date of next review May 2018

## **Appendix One**



# Take Away Homework



*Choose your homework from the menu below:*

The Peri-ometer suggests the difficulty or challenge the homework may offer. Over the term you should attempt **at least two 'HOT' or EXTRA HOT** tasks! You must hand in one piece every 2 weeks. We expect homework to be of a high standard as you have as much time as you need to complete the pieces you choose.



Extra Hot- Create and Evaluate tasks  
 Hot- Design and create  
 Medium – Explain or describing tasks  
 Extra Mild- Recall and fact tasks

## Side Order

### Mixed leaf Spelling

Take time to practice your spellings to be tested on Friday. Your spellings are handed out every Friday and due back on the next Friday.

**Times times table tries (once every two weeks)**

Test your speed on TT rock stars. Get logged on to beat your best score.

**Mexican Matias (Once every two weeks)**

**Weekly!**  
 Practice your weekly skills in Maths and hand in on a Friday to your teacher.

**Reading Rice**

Dive into a tasty book at home with an adult – don't forget to sign your planner.

Choose 2 tasks from here to complete

Choose 2 tasks from here to complete

Choose 2 tasks from here to complete

Write a newspaper article about an astronaut finding life in space, making it as interesting as possible for the reader.

Use the Greek Booklet to design and make a 'dress up' idea for the Greek Workshop on 5<sup>th</sup> May. Include a step by step of how you made it.

Create a persuasive advert for a holiday to Greece. Include costings of flights and activities to do whilst you are there. Include images and talk about both ancient AND modern Greece.

Design and make a Greek weapon using the Greek Booklet as guidance. (shield, spear, helmet, sword) and include information on how the Greeks used these during battle.

Create a piece of artwork (sketch, collage, painting) of a view from a spaceship as though you are an astronaut.



Design a game that could be played with magnets. Include a set of detailed instructions or create a presentation on the rules of the game.

Create a presentation on one Greek Myth/legend. **DO NOT COPY AND PASTE FROM THE INTERNET!**

Create an information booklet on a chosen planet/star in the solar system.

Create an information poster including everything you know about forces and magnets.

Research the name you choose from the Greek Booklet, and find out what the person was famous for. Make yourself a name badge for the Greek Workshop.

What is Buddhism? Create 10 fact cards about Buddhism.

Due in	HW 1	HW 2	HW 3	HW 4	HW 5	HW 6	HW 7	HW 8
Date	28. 4	12.5	19.5	26.5	9.6	23.6	7.7	21.7
Handed in								

Activate Window

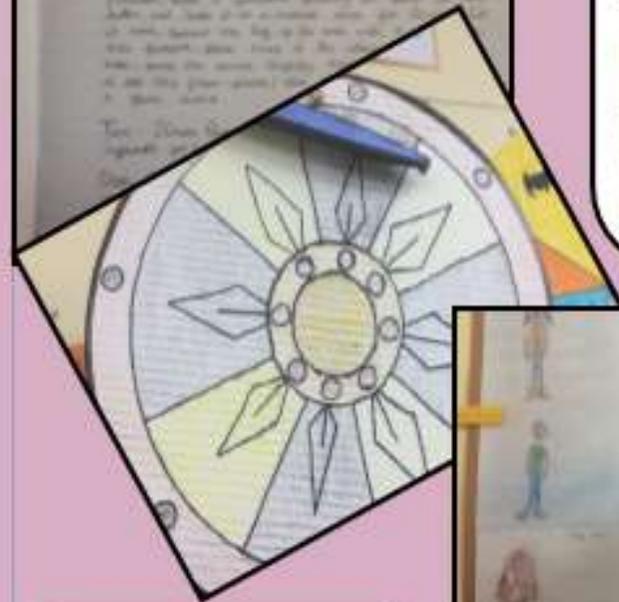
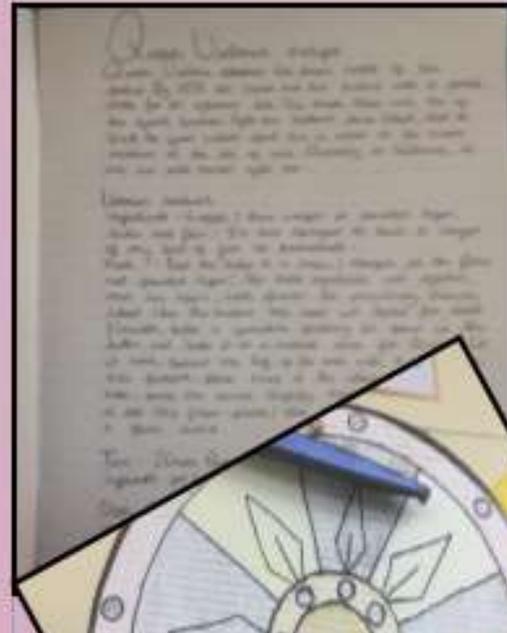
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## Appendix Two – example of excellent homework

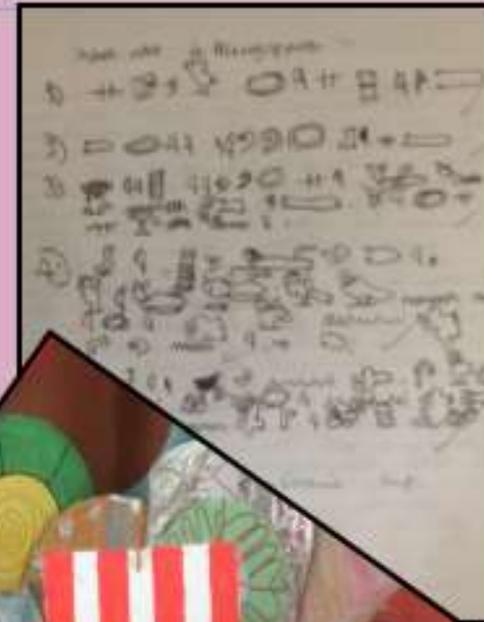
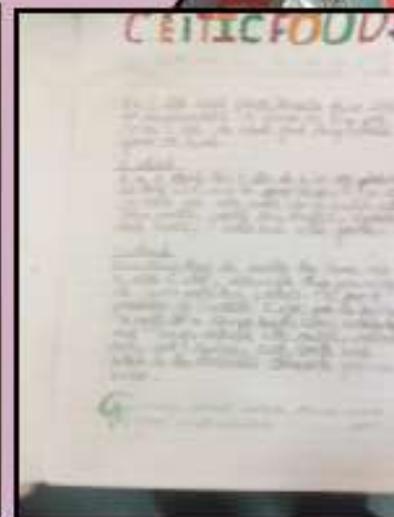
### Excellent Homework—Year 3

These are 'excellent examples' of homework projects. We aim high at CPJA, so think carefully about the **standard of your work**. Always hand in work you are **proud of** and spend time on it to 'get it right'!

Be **creative** in the way you approach your home work and aim to present the **best piece** you can. That's your challenge!!



- Writing should be neat and joined where possible.
- Use a ruler to underline dates, titles and headings

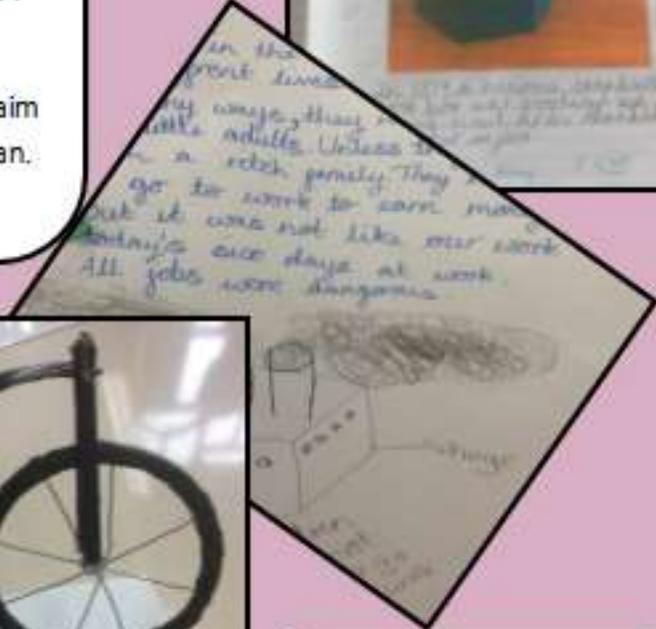
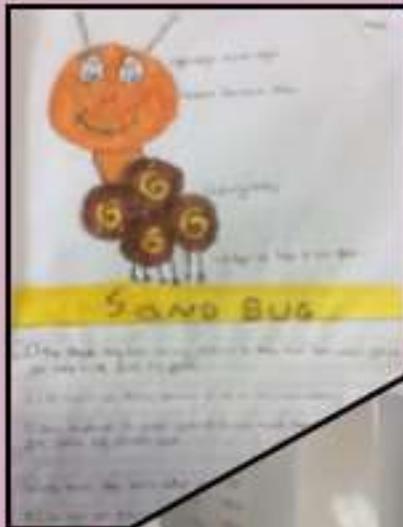


- Models should be well constructed and decorated appropriately.
- Use pictures or photographs to illustrate recipes or other tasks

## Excellent Homework—Year 4

These are 'excellent examples' of homework projects. We aim high at CPJA, so think carefully about the **standard of your work**. Always hand in work you are **proud of** and spend time on it to 'get it right'!

Be creative in the way you approach your home work and aim to present the **best piece** you can. That's your challenge!!



- Writing should be neat and joined where possible.
- Use a ruler to underline dates, titles and headings



- Models should be well constructed and decorated appropriately.
- Use pictures or photographs to illustrate recipes or other tasks

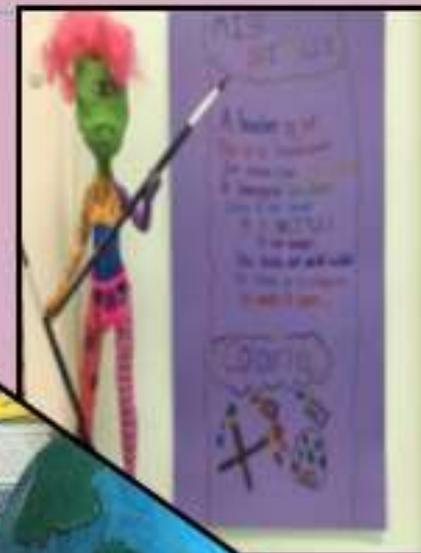
## Excellent Homework—Year 5

These are 'excellent examples' of homework projects. We aim high at CPJA, so think carefully about the **standard of your work**. Always hand in work you are **proud of** and spend time on it to 'get it right'!

Be **creative** in the way you approach your home work and aim to present the **best piece** you can.



- Writing should be neat and joined where possible.
- Use a ruler to underline dates, titles and headings



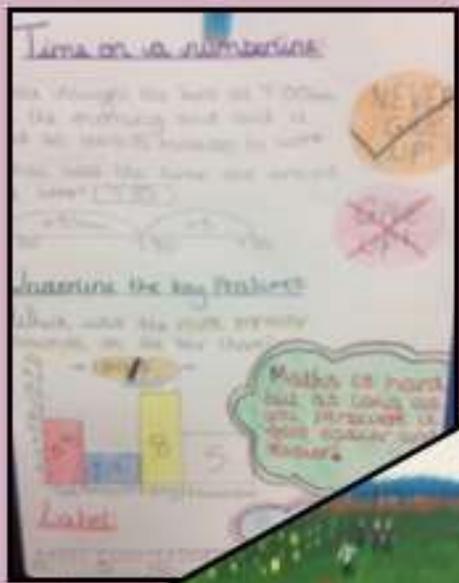
- Models should be well constructed and decorated appropriately.
- Use pictures or photographs to illustrate recipes or other tasks



## Excellent Homework—Year 6

These are 'excellent examples' of homework projects. We aim high at CPJA, so think carefully about the **standard of your work**. Always hand in work you are **proud of** and spend time on it to 'get it right'!

Be creative in the way you approach your home work and aim to present the **best piece** you can.



- Writing should be neat and joined where possible.
- Use a ruler to underline dates, titles and headings



- Models should be well constructed and decorated appropriately.
- Use pictures or photographs to illustrate recipes or other tasks