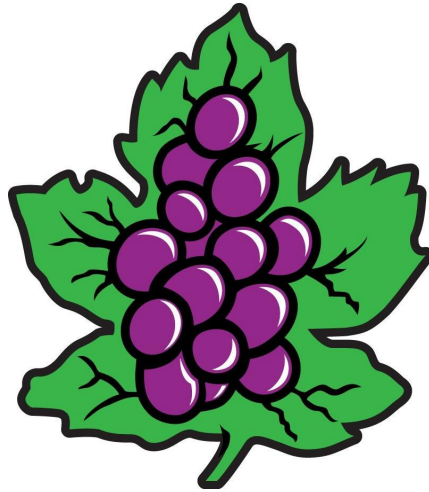




HOMEWORK POLICY

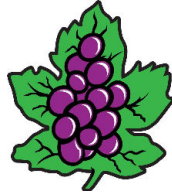
Kerem School

Approved by: Education Committee

Written: August 2020

Last reviewed on: August 2026

Next review due by: August 2027



KEREM SCHOOL

(This policy also applies to the Early Years Foundation Stage)

Homework Policy

Rationale

Work that is completed at home is referred to as homework, but it is split into 2 categories;

- Skill development
- Specific work set by the teacher.

Both of these form an important part of the learning process. They assist learning by providing pupils with repetition of key skills as well as the opportunity for reinforcing and consolidating classroom learning and for practising new skills. It can also provide opportunities for children to prepare for future lessons.

Ideally, pupils should want to do their homework. Homework enables parents to support their children's learning by giving them an insight into schoolwork and providing them with an opportunity to become involved at appropriate times.

Work at home will support the development of many of the Kerem Characteristics:

- Having responsibility for home tasks encourages pupils to develop study skills and become self-disciplined and independent learners.
- Homework of an investigative nature enables pupils to develop initiative and curiosity, allowing them to find out things for themselves, using reference books or computer programs and search facilities, thereby encouraging pupils to develop lively and enquiring minds.
- Work at home will also allow for the development of persistence, particularly when learning repetitive skills and perseverance and resilience in order to complete work without the support of the teacher.

Implementation

- Homework is set on a regular basis, taking into account both age and ability. Homework is set for National Curriculum Subjects, Jewish Studies and on occasion, Ivrit (Key Stage 2).
- Homework will need active parental involvement at Foundation Stage and KS1. Parental discussion and supervision are required at KS2. If a parent feels that too much support is needed in order for their child to complete the work, then they should contact the teacher who set the homework.
- Work that is set should be completed to the same high standard that is expected of work completed in school. If it does not, children will be asked to redo all or part of the work. All homework is compulsory and will be marked.
- Skills development work will be guided and directed by the school, but may not be work that is set on a daily/weekly basis and may not be work that is marked.

Completion of Homework

- All children are expected to complete their homework. If a child does not hand in their homework, they will be asked to complete it that evening and return it the following day. An email should go to parents so that they are aware of the matter.

- If this happens a second time, the child will be required to complete the homework during a lunchtime.
- On a third occasion, the teacher who set the homework will contact the child's parents to discuss the issue and explore whether any additional support is needed to help the child complete their homework.
- In cases where it is agreed that a child will not be required to complete homework due to specific reasons, this agreement must be clearly recorded: an email should be sent to the parents, and the decision logged on CPOMS. The arrangement should be reviewed on a half-termly basis.

Differentiation

Homework will cater for the different ability needs of pupils, with different work being set for children with different abilities.

Holidays

Homework will not be set during the holidays, but it is expected that children will continue to read regularly during this time. Parents may also look for opportunities for their children to write, as well as helping their children to practise their mental maths skills. The school can offer guidance as to which resources are the best to access. Holidays offer a great opportunity for children to visit exciting places which offer a wealth of educational benefits.

Homework timetable

<u>Year Group</u>	<u>National Curriculum - skills development</u>	<u>National Curriculum - specific work</u>	<u>JS - skills development</u>	<u>JS - specific work</u>	<u>Ivrit</u>
<u>Nursery</u>	Daily reading (parent to child), particularly rhyming books	Activities linked to learning will be suggested in the weekly newsletter		Parasha story to read	
<u>Reception</u>	Daily reading - reading books will be given twice a week (when a child is ready) Sounds of the week/tricky word practice -new sounds and words sent on a Friday	Activities linked to learning will be suggested in the weekly newsletter	Daily reading practice	Parasha Story to read	
<u>Year 1</u>	Daily reading - reading books will be given twice a week Sounds of the week/tricky word practice. Daily mental maths - eg Doodle Maths, Hit the Button	<u>Weekly</u> Approximately 10/15 minutes per piece Set once a week. Due in 4 days later 1 piece of English 1 piece of Maths	Daily reading practice	Parasha story to read General knowledge 1 unit per term to review	
<u>Year 2</u>	Daily reading Daily mental maths - eg Doodle Maths, Hit the Button	<u>Weekly</u> Approximately 15/20 minutes per piece Set once a week.	Daily reading practice	Parasha story to read	

		1 piece of English 1 piece of Maths Due in 5 days later (e.g Friday for Wednesday)			
<u>Year 3</u>	Daily reading Daily mental maths - eg Doodle Maths, Hit the Button	<u>Weekly</u> Approximately 20/30 minutes per piece Set once a week. 1 piece of English 1 piece of Maths Due in 5 days later (e.g Friday for Wednesday)	Daily reading Vocab to learn - 3 words per week	Parasha story to read and discuss	Topic-based vocabulary tests. Project work based on the topic. (approximately half termly)
<u>Year 4</u>	Daily reading Daily mental maths - eg Doodle Maths, Hit the Button	Approximately 20/30 minutes per piece Set twice a week: English - once a week Maths- once a week Set on different days. Due in 5 days later (e.g Wednesday for Monday and Friday for Wednesday)	Daily reading Vocab to learn - 3 words per week	Parasha story to read, discuss and assignment to complete	Topic-based vocabulary tests. Project work based on the topic. (approximately half termly) Book review per half-term
<u>Year 5</u>	Daily reading Daily mental maths - eg Doodle Maths, Hit the Button	<u>Autumn and Spring Term</u> Approximately 30/40 minutes per piece Set three times a week English - once a week Maths- once a week Topic-once a week Set on different days. Due in 3 days later (e.g Tuesday for Friday) <u>Summer Term</u> Approximately 30/40 minutes per piece Set four times a week	Reading practice 5 x weekly Vocab to learn - 3 words per week Weekly Etgar info to learn	Parasha story to read, discuss and assignment to complete	Topic-based vocabulary tests. Project work based on the topic. (approximately half-termly)

		English - once a week Maths- once a week Topic-once a week VR/NVR- once a week Set on different days. Due in 2 or 3 days later (e.g Monday for Wednesday)			
<u>Year 6</u>	Daily reading	Approximately 30/40 minutes per piece Set four times a week English - once a week Maths- once a week Topic/analytical thinking -once a week VR/NVR- once a week Set on different days. Due in 2 days later (e.g Monday for Wednesday) or after the weekend (Friday for Monday)	Reading practice 5 x weekly Vocab to learn - 3 words per week	Parasha story to read, discuss and assignment to complete	Topic-based vocabulary tests. Project work based on the topic. (approximately half termly)