

# ALDER COPPICE PRIMARY SCHOOL

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*Achievement through Commitment*

## Homework Policy

| Policy for the Attention of |                            |                                 |                                |
|-----------------------------|----------------------------|---------------------------------|--------------------------------|
| <i><b>Audience</b></i>      | <i><b>Key Audience</b></i> | <i><b>Optional Audience</b></i> | <i><b>Additional/Notes</b></i> |
| Senior Leadership Team      | ✓                          |                                 |                                |
| Teachers & HLTAs            | ✓                          |                                 |                                |
| Teaching Assistants         | ✓                          |                                 |                                |
| Administrative Staff        | ✓                          |                                 |                                |
| Curriculum Support          |                            |                                 |                                |
| Lunchtime Supervisors       |                            |                                 |                                |
| Site Manager                |                            |                                 |                                |
| Cleaners                    |                            |                                 |                                |
| Governors                   | ✓                          |                                 |                                |
| Parents                     | ✓                          |                                 |                                |
| Website                     | ✓                          |                                 |                                |
| Local Authority             |                            |                                 |                                |

## Homework and Home Learning

We define homework as referring to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

To be effective, homework needs to be part of a wider partnership between parents and schools. Schools need to be able to count on parents' support for their aims, and parents need to be consulted and informed about school policies.

**In order for a Homework system to be successful it is essential that it receives the full commitment of parents.**

## Aims

Through our Homework Policy we aim to

- ❖ Encourage children to **“Own your Learning”**.
- ❖ Develop an effective partnership between the School and parents and other carers in achieving the School's aims and to **“Own your child's learning”**.
- ❖ Consolidate and reinforce skills, knowledge and understanding, complementing our curriculum.
- ❖ Make use of resources for learning, of all kinds, at home.
- ❖ Provide opportunities for parents and pupils to work together to enjoy learning experiences.
- ❖ Extend and support school learning experiences via reinforcement and revision, for example through additional reading, practising skills and memorising knowledge.
- ❖ Encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, thus preparing them for the demands of Secondary School.
- ❖ Ensure homework is carefully planned and structured to support progression in learning and aid retention of long-term knowledge, as part of the School's knowledge-rich curriculum.
- ❖ Ensure that there is consistent practice across the School in setting, managing and providing appropriate feedback for homework.
- ❖ Ensure that everyone understands the School's expectations.
- ❖ Encourage high expectations from both the School and at home for pupils to complete homework.
- ❖ Ensure the Homework Policy and programme are regularly monitored and evaluated to check that they support pupils' learning in the best possible way.

## **The Role of Parents and Carers**

- ❖ Provide a reasonably peaceful, suitable place in which pupils can do their homework;
- ❖ Make it clear to pupils that they value homework and support the School in explaining how it can help their learning;
- ❖ Encourage pupils and praise them when they have completed homework;
- ❖ Be actively involved in sharing their child's homework;
- ❖ Ensure homework is completed and when necessary, returned to school on time and to a good standard.

## **Types of Homework**

The type of homework set may vary as a child moves through school, depending upon the content and demands of the curriculum. Most activities will be based around reinforcing, practising and securing skills across different subjects. Occasionally, children may be asked to complete pre-learning in preparation for something to be taught.

Children in Year 6 will also develop strategies for regular revision in preparation for the Key Stage 2 Tests.

As children get older, homework provides an opportunity for them to develop the skills of independent learning and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may get longer, to study on their own.

Homework tasks for Years 2 -6 will always be provided on paper and given to the children to bring home in their House Team Reading Bag. Electronic copies will also be available to download on their Class Teams account. Reception and Year 1 will continue to have Phonics Books for Home Learning to be completed in.

## **Other Guidance**

Where appropriate, activities will be differentiated to take into account the needs and abilities of all children including the most able and those with Special Educational Needs. Children with SEND may also receive extra or different homework activities linked to the support they are given in school, for example, different sets of spellings to learn.

It is important that parents help ensure that any written homework set is completed, so that your child achieves maximum benefit from this.

All homework will be given on paper and copies also placed within the Files on TEAMS. Return dates will be set by teachers and for Maths and English homework there will be a minimum of at least two school days in which to complete this. Alongside this, children may receive additional homework which may include them being asked to review and learn key knowledge at any time as part of their Unit of Work. The children will continue with regular quizzing in school, copies of these quizzes will also be placed on TEAMS.

Staff will discuss the Homework with the class before it goes home so that children understand what is required. It will always have a context and examples for both children and parents to follow. Children who do not understand the Homework should speak to their class teacher as soon as possible about this to ensure they have time to complete the work before the deadline. Some year groups may provide a half-termly or termly booklet with homework tasks in, rather than sending weekly copies.

## Reading

Reading across the School is of the upmost importance and we would encourage you to listen to your child read daily. Reading is an essential skill which also enables children to develop their language and creative skills and we want to ensure a love of reading is encouraged in school and at home. If you require any guidance on how to support your child with reading or require some recommended texts, please contact the School Office and arrange to speak to the class teacher. Details of the texts which the children will be using in School in English, can be found on our School Website under the Curriculum area.

Children in Year 1 & Year 2 will bring home reading books that match their phonics phase so they can practise their reading skills at home (these will have a colour to show the phase).

They will also, regularly, bring home a book from the library that they have chosen themselves. This may have words in that your child may not be able to read yet. These books are for parents to read to their child and then talk about it together. (These will not have a colour band).

Children in KS2 will bring home reading books that match their *Accelerated Reader* Book Level.

A book bag is issued for transporting reading books and any paper-based homework between home and school. Children should bring their book bag to school each day.

## Homework in Reception

| Activities which children should be completing on a regular basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Daily:</b></p> <ul style="list-style-type: none"><li>❖ Reading and discussion of texts<br/>A Reading Book is sent home on Wednesday and should be returned the following Monday<br/>An own choice “Book to Love” from our Library will also be taken home to foster a developing love of reading.</li></ul> <p><b>Weekly:</b></p> <ul style="list-style-type: none"><li>❖ Phonics practise<br/>This is placed inside a Phonics Book which is sent home on Friday for return the following Wednesday.</li></ul> <p><b>Half-termly:</b></p> <ul style="list-style-type: none"><li>❖ Personalised sheets of tricky words (those that we don’t use our phonics for) for you to practice reading and spelling these words with your child at home</li></ul> |

## Homework in Year 1

| Activities which children should be completing on a regular basis                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Daily:</b></p> <ul style="list-style-type: none"><li>❖ Reading and discussion of texts</li></ul> <p><b>Weekly:</b></p> <ul style="list-style-type: none"><li>❖ Weekly homework may be Phonics or Maths based activities.</li></ul> <p><b>Half-termly:</b></p> <ul style="list-style-type: none"><li>❖ Tricky words (those that we don’t use our phonics for) for you to practice reading and spelling these words with your child at home</li></ul> |

## Homework in Year 2

### Activities which children should be completing on a regular basis

**Daily:**

- ❖ Reading and discussion of texts

**Weekly:**

- ❖ Weekly Phonics/spellings
- ❖ A weekly Maths task or practise of skills

These are given each Friday and for return on the following Thursday.

**Half-termly:**

- ❖ Tricky words (those that we don't use our phonics for) for you to practice reading and spelling these words with your child at home

## Homework in Years 3, 4 and 5

### Activities which children should be completing on a regular basis

**Daily:**

- ❖ Reading and discussion of texts

**Weekly:**

- ❖ Weekly practise of Phonics or spellings as appropriate.
- ❖ Weekly practise/recall of times tables/number facts as appropriate.
- ❖ Practice of Maths and GPV knowledge or skills which will be then be tested in class. Tasks will usually be given on Friday. Any tasks which need to be returned, will need to be back by the following Wednesday or Thursday to be either checked by themselves or staff.  
Results will be given back to the children to be shared with parents so that, if further practise is required, this can also be followed up at home.

## Homework in Year 6

### Activities which children should be completing on a regular basis

**Daily:**

- ❖ Reading and discussion of texts

**Weekly:**

- ❖ Weekly practise of spellings as appropriate
- ❖ Weekly practise/recall of times tables and division facts
- ❖ Use of additional sheets or Study Guides to practise specific aspects of Maths, GPV (Grammar, Punctuation and Vocabulary) OR Reading.  
Home Learning Tasks will be set as required, but the children will always be clear timescales for this.  
Spellings and Times Tables to practise will be given in one booklet for the term, although children will also be given copies of the Statutory Words which they are still not sure of.  
Copies of results will be given back to the children to be shared with parents so that if further practise is required, this can also be followed up at home.

- ❖ Following more formal assessments, children will be given feedback through Strength and Areas to improve. Pupils will be expected to begin organising their programmes of revision during the Spring Term, alongside any other Home Learning tasks set. They will be provided with a Revision Planner to help them do this, and taught Revision strategies during lessons in the Autumn Term.

### Additional activities which may be set by teachers in Year 2 to Year 6

- ❖ Following selected Units of work that children will complete, children may be given the opportunity to further their learning and be invited to create a piece of work, in a format specified by the teacher. This may take the form of a model, a piece of writing, a PowerPoint presentation, an investigation or even a piece of art work and will usually be completed over a two to three-week period.

**Additional Homework may be sent at any point during the year and linked to any aspect of the curriculum, if it is felt to be beneficial to learning at that point.**

### In Lessons: Knowledge Organisers

**Alder Coppice Primary School — Knowledge Organiser**

**Geography** Year: 4

**Unit Specific Vocabulary**

**River** – A flow of fresh water across the land into a lake, sea or ocean.  
**Landscape** – A part of the Earth's surface.  
**Lake** – A large area of water, surrounded by land.  
**Sea** – An area of salt water.  
**Ocean** – A large area of sea. There are five oceans: Atlantic; Pacific; Indian; Arctic; Southern.  
**Source** – The start of a river.  
**Mouth** – The end of a river, where it enters a lake, sea or ocean.  
**Erosion** – The wearing away of the Earth's surface.  
**Abrasion** – Sandpapering: rocks wear away each other and the riverbed and banks.  
**Attrition** – Crashing: rocks collide and break up.  
**Solution** – Chemical action: acids in the water dissolve the rock.  
**Hydraulic action** – Water power: the force of the water breaks down the riverbed and banks.  
**Transportation** – The movement of sediment (material).  
**Traction** – Tractor wheels: large rocks roll around the riverbed.  
**Saltation** – Jumping beans: pebbles bounce along the riverbed.  
**Suspension** – Harems: small sediment is carried along in the flow of the river.  
**Solution** – Invisible material: the smallest sediment is dissolved into the water.  
**Sediment** – Natural material that is carried and deposited by a river.  
**Deposition** – The dropping of sediment or a river's load.  
**Meander** – A meander is a bend in a river channel.  
**River banks** – The sides of the river.  
**Landform** – A feature of the Earth's surface that is part of the land.  
**Tributary** – A smaller river that flows into a larger river.  
**Agriculture** – Farming (growing crops, such as cereals, fruits and vegetables).

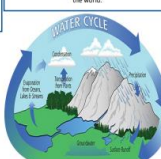
**The River's Course**

1 – Source  
2 – Interlocking spur  
3 – V-shaped valley  
4 – Waterfall  
5 – River channel (sudden in middle course)  
6 – Meander (erosion on outside of bend)  
7 – Meander (deposition on inside of bend)  
8 – Oxbow lake  
9 – Rich, fertile land either side of the river  
10 – Mouth

**Key Facts**

The water cycle is the way in which water moves around the world.

**Water Cycle**



**Key Facts**

**Famous Rivers**

River Nile (Africa)  
Amazon River (South America)  
Volga River (Europe—Russia)  
Yangtze (Asia—China)

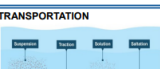
**Alder Coppice Primary School — Knowledge Quiz**

**Key Facts 1**

**EROSION**



**TRANSPORTATION**



**Knowledge Quiz**

Question 1: What are the names of some Famous Rivers — name 4 and state where in the world they are located?

Question 2: Name 4 types of erosion.

Question 3: What do we call the place where a river starts?

Question 4: What is transportation?

Question 5: What are the 4 types of transportation?

Question 6: When do rivers deposit **sediment** or their **load**?

A) When they gain more energy?  
B) When they lose energy?  
C) When the river is flowing very fast?

Question 7: When does a river have the most energy?

A) When it is very deep  
B) When it is very shallow  
C) When it is flowing very quickly  
D) When the velocity is slow

Question 8: A Landform is ...

A) The start of a river  
B) A feature of the Earth's surface that is part of the land  
C) The bottom of the river  
D) The wearing away of the Earth's surface

Question 9: How is a V-Shaped valley formed?

Question 10: What are interlocking spurs and what causes them?

Question 11: What is a meander?

A) A bend in a river channel caused by erosion and deposition  
B) A curved lake formed from a bend in the river  
C) A smaller river that flows into a larger river

Question 12: Give the names of the features of a river described in the definitions stated in Question 11, that didn't describe a meander.

Question 13: What process seals off an oxbow lake?

Question 14: Give 2 reasons why rivers are important to people.

Question 15: Where is the Amazon River?

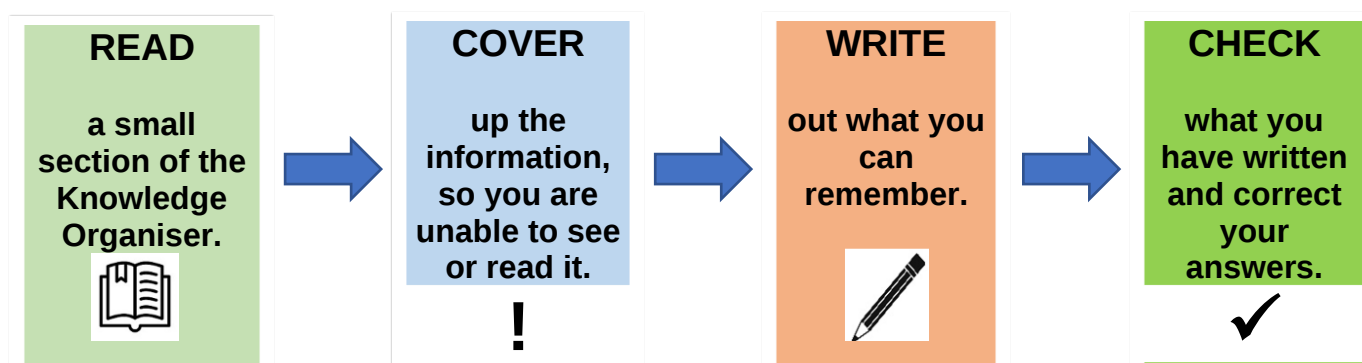
A) North America  
B) South America  
C) Asia

Each term, in Year 2 and Key Stage 2, pupils will be given a 'Knowledge Organiser' for the Unit of study across each of their subjects. These contain the core knowledge content for the chosen topic. These organisers will be used by the children to revise from.

The Home Learning activities across the school, may comprise pupils utilising the Knowledge Organisers to actively revise the topic and subject. This helps to consolidate learning and optimises the retrieval of learned information within lessons. All year groups receive training, where appropriate, for the most effective ways to learn, revise and master the key subject knowledge for the various subjects and topics, which they will then be quizzed on in school. Homework tasks may be set which use the Knowledge Organisers. The learning activities may include:

- ❖ Learning spellings;
- ❖ Learning translations/meanings;
- ❖ Learning definitions;
- ❖ Learning key facts;
- ❖ Recalling dates;
- ❖ Learning formulas.

The following formula may be useful when trying to remember key information from the Knowledge Organiser:



**Then practise the quiz questions – how many can you answer correctly?**

### **Use of Microsoft Teams/Online Learning Platform**

All Key Stage 2 children will be provided with log-in details for their school Office 365 account and will be taught how to access the homework on Teams.

In order for your child to access the homework, they will:

- Log in to their email via their school Office 365 account
- Open the Teams on-line app
- Tap on their class and view 'Assignments'
- Choose the assignment they wish to view and work on
- The file will open for them to add details/answer questions
- Once finished click 'Turn in' or 'submit'

Copies of Home work or any other information that children need to read or access to support their learning, but don't need to submit, can be found under the 'Files' tab and 'Class Files' folder. Follow the first three steps above, then click on the 'Files' tab – then 'Class Files' folder. The children can read any document that is in here, but cannot edit these documents.

Where appropriate Teams will be used with children in younger year groups.

There may also be times when Home Learning will be put on line via the School Website.

### **Feedback**

Feedback for Homework will always be given in class.

### **Email**

Where children have queries about the homework, they may contact the member of staff via their Class Teams account or by using the following email: class name @alder.dudley.sch.uk, e.g. [class3A@alder.dudley.sch.uk](mailto:class3A@alder.dudley.sch.uk)

Please note that this is for the child's use only. If parents wish to pass on messages or information to the class teacher, this should be done via the School Office or by telephone or via [admin@alder.dudley.sch.uk](mailto:admin@alder.dudley.sch.uk) . These messages are then passed on to the teacher.

**Contact**

Should you have any concerns about a particular piece of work please contact the Office and ask to speak to your child's class teacher, or subject teacher if your child has a different teacher for Maths and/or English.

General homework queries should be directed to Mrs Randall.