

Stonelow Junior School

HOMework POLICY



Date	Review	Responsible	Nominated Governor
Nov 22	Sep 23	C Byard and K Childs	E Collins

Aims of our policy

1. Ensure that parents are clear about what their child is expected to do.
2. Ensure consistency of approach throughout the school.
3. To use homework as a tool to help to consolidate learning, develop a love of learning outside of school and support the raising of standards of attainment.
4. Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
5. Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
6. Encourage pupils and their parents to share and enjoy learning experiences.
7. Reinforce work covered in class by providing further opportunities for the individual pupil.
8. To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy, spellings and times tables.
9. Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
10. To give opportunities for children to choose their own learning/own direction in project work – UNhomework.

The Nature of Homework

Homework tasks and activities are designed to either consolidate and reinforce skills and understanding in English, mathematics, spellings and times tables and also enhance cross curricular teaching. Three of our half terms have UNhomework in which children have a choice of the direction of their learning (please find out about UNhomework later in the policy).

Feedback

The children will receive feedback on their homework in a variety of forms such as:

1. Verbal
2. Written
3. Class discussion/peer marking
4. Praise and recognition
5. Feedback and responses from UNhomework Galleries

Parents are asked to:

1. Give teachers any feedback they feel might be useful, in a note on the bottom of the page
2. Encourage their children to talk about the feedback they have received
3. Contact the school if they have any concerns or questions
4. Allow their children to make a personal choice for UNhomework activities

Homework Tasks and Recommended Time Allocation

3 x 15-20 mins home reading each week – signed in the reading diaries.

There are both an English and maths based tasks set, in rotation with UNhomework each half term. Alongside this, children have EdShed spellings set weekly and TTRockstars times tables tasks.

Autumn 1	Autumn 2	Spring 1
Homework tasks set weekly, EdShed and TTRockstars	UNhomework, EdShed and TTRockstars	Homework tasks set weekly, EdShed and TTRockstars
Spring 2	Summer 1	Summer 2
UNhomework, EdShed and TTRockstars	Homework tasks set weekly, EdShed and TTRockstars	UNhomework, EdShed and TTRockstars

Reading at home, is expected 3 times a week (15-20mins) and up to 7 times if your child wants to. We have catch up reading sessions for any children not completing 3 weekly home reads, so they do not fall behind their peers.

Homework is dependent upon each specific year group and arrangements are individual to each class e.g. hand out/hand in dates.

If your child for any reason cannot complete their homework they are encouraged to speak to a member of staff who can make arrangements for it to be completed in school time. You can also send the class teacher and email if this is more helpful.

Our Homework Policy is kept under constant review and staff, parents and children are welcome to offer suggestions.

UNhomework @ Stonelow Junior School

Mark Creasy has developed the concept of UNhomework. At Stonelow we have used his research, experience, knowledge and ideas to develop UNhomework for Stonelow.

What is UNhomework at Stonelow?

The philosophy of UNhomework is that the work the children complete outside of school is relevant, purposeful and engaging, at whichever stage of education. It should allow them to develop attributes which enhance their own learning through self-motivation. It allows children to recognise their own strengths rather than just meeting

the requirements of a set task for the class. It should allow them opportunities to enhance self-confidence and provide the feeling of security to try new things.

Children selecting an UNhomework task should do so through inspiration and empower them to take their learning in a further direction, a different direction or applying their learning in their own way. Children choose what they intend to do and produce something in the given timeframe to share with their teacher(s) and peers, as well as their school community.

The concept of UNhomework should build on personal learning and thinking skills and support children in becoming:

- Creative thinkers
- Reflective learners
- Team workers
- Independent enquirers
- Effective participators
- Self-managers

It should support them long term in becoming:

- Successful learners
- Confident individuals
- Responsible citizens

The climate for UNhomework

UNhomework is a philosophy and not a process. It secures the foundations of learning and establishes a new style of homework in an environment which breeds and nurtures ideas. The significant elements of UNhomework are the 5Rs:

- **Respect** (for yourself, each other, others and the environment)
- **Relationships** (with yourself and others, being part of a group, collaboration, support and development)
- **Resilience** (having the positive capacity to cope with challenge, problem solving skills, a bounce back ability, better self-esteem, increased confidence)
- **Responsibilities** (knowing that they are responsible for their learning and cementing this for later life)
- **Rights** for UNhomework (the right to an education, what to expect from the teachers/other children)

The notion of growing our minds beyond when our bodies have stopped, continuing to learn as we live, and appreciating multiple intelligences is vital.

'Education is the engine of personal development. It is through education that the daughter of a slave can become a doctor and the child of a farm worker can become a president. We are not what we are given, but what we make of it; this separates one person from another.' Anon

The quote above and the following quote should be the driver for the UNhomework climate –

'Great work will come from great children. Start small and they will lead themselves'

'Feel amazed when you are taken somewhere unexpected.' (Nelson Mandela, 1994).

The DAS model

D – Discuss – talk with the class, go through the menu, share together, talk and ask questions.

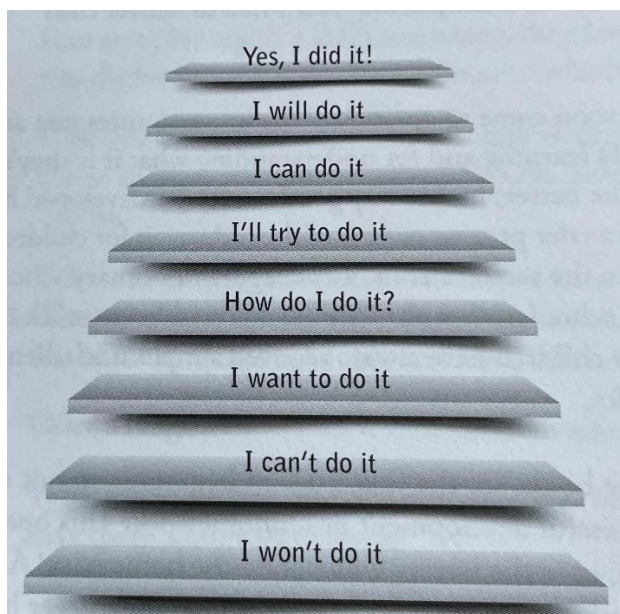
A – Apply – children work either by themselves, with parents/carers, with a peer

S – Share – share as a class and with families/school community.

Ways of setting UNhomework

- A menu of missions – many options covering all subjects, including one of free choice
- Setting a range of targets/challenges
- Title only tasks – open ended tasks e.g. safety, health, numbers

Mind-set tower



Within a class of children there will be a range of mind-sets. Children will change and transition between different stages depending on their experiences of learning. The challenge is to see if the children at Stonelaw can be within the top 4 stages, with the adults around them reassuring them. Recognising that often children will be needing help with the questions they ask...the main ones possibly being 'How do I do it?' 'What shall I do?'

How will UNhomework work?

- Think of this as a project – work on a chosen piece little and often or in a larger block. Keep the target date in mind.
- Does not need to be independent – can be collaborative with another peer or parent/carer.
- One or more than one – children may choose to focus on one area or be motivated to do more. One will be shared with the class and ALL projects will be shared in the community gallery.

- Share and share again – each child will share their project with the class and then in the school hall for the community gallery. Dates will be shared each time.
- Understanding – clear instructions will be shared and communication open between home and school to ask questions.
- Methods for completing - research, write, draw, make, bake, create, design, paint, build, collect...anything you like.

How can parent/carers help?

Do	Don't
Know what your child is aiming to do	Discount children's ideas – guide not tell
Listen to their ideas and support these	Do other things when discussing
Ask questions and show interest in the learning taking place	Show off what <u>you</u> can do – it doesn't need to be perfect...let the children do
Give children chance to share progress along the way	Allow this to be expensive or stressful – be creative and resourceful
Provide an environment filled with praise and make it fun	Make this a competition with others