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Homework Policy



Our Motto

★ **Reach for the Stars**

Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

Articles 2/12: We respect the right to be listened to and listen to others.

Articles 19/24: We respect the right to feel safe at school and help others feel safe.

Article 28: We respect the right to learn and let others enjoy their learning.

Articles 15/31: We respect the right to join in and be part of a team.

Article 29: We respect the right to develop our potential and to do it with a growth mindset.

Article 27: We respect the right to look after our own and others property

Our Values

- ★ **Striving**
- ★ **Teamwork**
- ★ **All Included**
- ★ **Responsibility**
- ★ **Success**

★ **Striving**

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aim high**

Last Review date: Summer 2016

Next Review date: Summer 2017



★ Teamwork

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ All Included

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**

★ Responsibility

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ Success

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements.**

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their **ability, age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.**

Last Review date: Summer 2016

Next Review date: Summer 2017



The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

4. Philosophy

We believe that homework:

- Provides a home/school link and promotes liaison
- Increases parental knowledge and understanding of the curriculum
- Actively involves parents in the learning process
- Generates discussion at home amongst family members
- Encourages a positive attitude and approach to learning
- Encourages self-motivation and the development of organizational skills
- Fosters independent learning
- Should be targeted at each child's level
- Develops research skills
- Encourages pupils to become more familiar with out of school resources, eg. Local library
- Reinforces the teaching of the National Curriculum
- Encourages constructive use of spare time
- Improves pupil achievement
- Assists language development
- Does not have to be written
- Work sent home should be linked to focus work in school

5. Curriculum Framework

The main homework focus will be on literacy and numeracy. Homework tasks will support and/or consolidate the Primary Frameworks' learning intentions from the week/day on which the tasks are set. **Home work will be set once a week.** All children in KS1 and 2 have a reading log where parents and children comment on their reading.

Appendix 1 - suggests the specific homework for each phase within the school

6. Planning, Assessment, Record keeping and Reporting

A record of returned homework will be recorded in the Class Geek Book (A Record Book).

Last Review date: Summer 2016

Next Review date: Summer 2017



Children will take home a homework book and a reading log book. No other books will go home (except reading books). A separate Project Homework book will be provided for KS1 and KS2.

Teachers will timetable homework to ensure that it is set regularly. They will discuss homework in class and children may mark their own work.

A spelling, times tables and number bonds test will be undertaken once a week in class. On going assessment should be used to inform future planning. Progress and regularity of completed homework is discussed at parent meetings.

Homework will be given out every Friday and will be due in on the following Wednesday.

Project homework topics will be set every three weeks. Children will be expected to present their project homework in class at the end of the three weeks.

Homework will be stamped with 'Super effort!' by an adult in the class once it has been completed and returned. Homework will not be marked.

Each class teacher from Reception to Year 6 will have a homework folder. Each pupil will have a set of times tables and number bond cards. Each pupil's sets of time tables and number bonds will be stored in these folders. Once the pupil has secured a specific time table, the next card can be given out.

Children that are receiving intervention may receive homework specific to that intervention. This will be in addition to the class homework. The due dates will vary depending on the type of homework. The intervention teacher will liaise with the parents regarding this homework.

7. Special Educational Needs

All pupils regardless of their ability levels will be set homework. Where appropriate the SENCO will give advice and/or suggestions for homework for children on the SEND register.

8. Early Years

Last Review date: Summer 2016
Next Review date: Summer 2017



Children are encouraged to take a book home each evening in the nursery and reception classes.

9. Resources

In order to help children learn their times tables and number bonds, each pupil will be provided with times tables and number bond key rings.

Once the pupil has learnt a specific times table, the teacher will provide the pupil with the next set of times tables card. Pupils will continue to add the times table cards to the key ring.

Pupils will not take home their class exercise books.

Homework books	Key Stage 1	Year 1 Red Half plain/half wide lined Year 2 Red 15mm ruled
	Key Stage 2	Red 8mm ruled

In *KS1 homework books*, there will be guidelines for spellings and the maths home learning sheet.

In *KS2 homework books*, there will be guidelines for spellings and maths home learning sheet.

Please refer to Appendix 3 for Spelling guidelines for teachers

Please refer to Appendix 4 for Spelling guidelines for parents

Reading Logs Dactyl publishing, Green Developing Readers for KS1
Dactyl publishing, Purple Confident Readers for KS2

Please refer to Appendix 2 for the home reading logs protocol

Project Homework Books

11. Health and Safety

Children need to go to bed at a reasonable time; homework should not be done after 8pm.

12. Extra-curricular

Booster clubs for year 6 children are held on Tuesdays and Wednesdays starting from the spring term. There are a selection of other clubs including

Last Review date: Summer 2016

Next Review date: Summer 2017



music, science, Spanish, art (photography, craft, art, paper folding) and football, tag rugby, circuit training and dance held after school on Tuesdays, Wednesdays and Thursdays.

13. Parental involvement

Parent meetings and parent conferences will be held three times a year (once a term). Homework will be discussed at these meetings.

Parents:

- need to check that children have brought their homework home on Friday
- need to ensure children return their homework the following Tuesday
- have a responsibility to encourage pupils to take care and pride in their homework
- should ensure homework is completed
- need to ensure that appropriate equipment is available at home including pencils, pens, coloured pencils and a place to work
- need to be aware that not all homework is written

If parents need help with supporting their children with homework, parents can speak to the class teacher or the HoP.

If homework is not returned by Wednesday, the school will call home to ensure homework is complete and returned on Wednesday (or latest by Thursday). Homework books need to be in school on Thursday so that the new spellings can be glued in.

14. Monitoring of policy

Time tables, spelling test results and returned homework will be recorded in the Geek Book (A Record Keeping Book).

Homework books, Reading logs and Geek Books will be monitored by the phase manager and HoP during book scrutiny and as part of phase manager's weekly task.

Phase managers will ensure that homework is discussed at phase meetings.

15. Evaluation of policy

This policy will be evaluated through termly or annual reports by the postholder to the Headteacher and Governing Body. This evaluation will also inform school priorities.

Last Review date: Summer 2016

Next Review date: Summer 2017



16. Appendices

Appendix 1 – guidelines on expected homework at Osmani Primary School

Appendix 2 - home Reading logs protocol

Appendix 3 - spelling guidelines for teachers

Appendix 4 - spelling guidelines for parents

Policy completed and agreed: Autumn 2016

Review date: Autumn 2018

Last Review date: Summer 2016

Next Review date: Summer 2017



Appendix 1: Guidelines on homework at Osmani

Below are guidelines on what you should expect your children to receive for homework. It is really important that you support your child with this and speak to the classroom teacher if you have any concerns.

Nursery

Reading book

Letter sound card (Graphemes) when taught already

Reception

Read book – read at home every day for at least 10 minutes.

High Frequency words

Letter sound cards (Graphemes) - when taught already

Counting – every day, e.g. counting cups, plates, shopping items

Maths home learning - to undertake suggested practical maths activities

Key Stage 1

Reading Log – Read at home every day for at least 10 minutes.

Read stories, magazines, adverts, newspapers – ask your child questions about what they read.

Practice sounds/graphemes - which are taught already

Spellings – 4 high frequency words taught in school and 2 mis-spelt words. More able children to write sentences using the words learnt.

Number bonds – to 10

Times tables – particularly 2s, 5s and 10s. Also matched to the needs of the children.

Project Homework – 3 weekly Project

Maths Home Learning - to undertake suggested practical maths activities

Key Stage 2

Reading Log - read at home every day for at least 15 minutes. This could be: stories, magazines, adverts, newspapers – ask your child questions about what they read.

Spellings – total of 12 words matched to individual child's needs including topic words particularly scientific words.

Number bonds – to 10, to 20, to 50, to 100

Times tables – matched to need of the child

Project Homework – 3 weekly Project

Maths Home Learning – to undertake suggested practical maths activities

Last Review date: Summer 2016

Next Review date: Summer 2017



Appendix 2: Home Reading logs protocol

Teachers should track that the pupils are reading at home through checking, once a week, their home-school reading logs. This can be monitored weekly by the class teacher or TA.

Establishment curriculum

Reading logs should be introduced in the first two weeks of the academic year. Children should be encouraged to read every day (refer to Appendix 1 for expected timings) and reflect upon one of the books they have read in their reading log.

Weekly protocol

Once a week, at the same time and day of the week (for example, every Friday morning at 9.05am) teachers or TAs should ask the children to bring in their reading logs to be checked.

Staff should go around and stamp ('Super effort!' - homework stamper) each child's reading log to confirm that they have read. Fit in 5 is generally seen to be a good time to do this; children can have their logs out and open on the table whilst they take part in the whole class exercise video.

Any children not completing their reading log should be recorded in the 'Geek Book' and if more than 2 weeks are missed, parents should be invited in to discuss the child's reading habits at home and remind the parents and child of the importance of reading daily.

Children should always have access to a book to read, through their weekly library visits or they may borrow a book from their classes' reading corner.

Pupil's comments

Pupils can reflect upon the book they have read using the 'Big Guided Reading Question' of the week and should be encouraged to write in full sentences avoiding phrases like 'it was good', 'I liked it' or 'good book'. Phrases that don't explain exactly what the child really thought about the book.

These guided reading questions can be found in the literacy policy appendices.

Last Review date: Summer 2016

Next Review date: Summer 2017



Appendix 3: Spelling guidelines for teachers

KS1

Week 1

Spelling convention:

igh sound

1. light
2. night
3. sight
4. might

Mis-spelt words

5. the
6. went

Spelling Guidelines for teachers in KS1

- 6 spellings should be given every week
- The first 4 spellings should be based on the spelling convention you are teaching.
- Finally, you should include 2 words that you have noticed the child has misconception in **or** is mis-spelling.

Remember

- Spellings should be **MATCHED** to each individual child.
- Children must write the words out 3 times (For HA to then write one sentence using each word.)



KS2

Week 1

Spelling convention:

i before e except after c

1. piece
2. receive
3. pierce
4. deceive

Topic Vocabulary

5. celsius
6. degree
7. temperature

Mis-spelt words

8. sure
9. because
10. beautiful

Spelling Guidelines for teachers

- Between 10 – 12 spellings should be given every week
- The first 4 – 8 spellings should be based on the spelling convention you are teaching.
- The next 3 spellings should focus on unit topic words
(Topic words may vary)
- Finally, you should include 2 or 3 words that you have noticed the child has misconception in **or** is mis-spelling.

Remember

- Spellings should be **MATCHED** to each individual child.
- Children must write the words out 3 times then write one sentence using each word.
- Please see **sure** and **because** as an example.



Appendix 4: Spelling guidelines for parents

Spelling Guidelines

At Osmani Primary School, we learn our spelling words like this...

Look: Look and sound out the letters in the word and try to remember it.

Say: Say the word out loud.

Cover: Cover over the word so that you cannot see it (with your hand or a bookmark)

Write: Whilst the word is covered, write the word again from memory.

Check: Look at the two words. Check that they are the same. Then write the word again. Check the word you have written is spelt correctly.

Helping your child with spelling

Children can find writing a real challenge; they need encouragement, support and praise for their efforts. You can best support them by encouraging them to write on every possible occasion, praising their efforts and, importantly, by letting them see you writing whenever possible. You can play word games with them (e.g. **I spy**, **Find the word** puzzles), you can point to interesting or new words as you read to your child (without interrupting the flow of the story) and you can compose emails together.

Last Review date: Summer 2016

Next Review date: Summer 2017