

## Homework Guidance

### Aim

At St John's, the main purpose of setting Homework is to maximise a child's engagement with learning. Where appropriate Homework tasks have been set, they will increase the child's engagement with learning through one or more of the following ways:

1. Reinforcement of key concepts: Homework is a good opportunity to revise key skills taught in class and rehearse them in order to commit them to memory. Examples might include practising multiplication tables, learning vocabulary or revision for tests.
2. Introduction of new ideas: learning in class can be enhanced where children have been introduced to ideas or vocabulary in advance (sometimes referred to as 'flipped lessons'). Examples might include reading part of a story or text ahead of discussion in the lesson, writing definitions of some key vocabulary that will be used in the lesson, gathering ideas into a mood board ahead of writing a story or poem, or doing some background research into a topic ahead of writing an article or participating in a discussion. Flipped lessons mean that there is more time to do the hardest part of learning (applying, synthesising, analysing) in lesson time when children can be supported by the teacher.
3. Extension of skills: Homework can provide a good opportunity to develop a child's strengths in a particular subject, for example through developing a research project or addressing higher order thinking questions.
4. Developing skills of a learner: all Homework should develop a child's study skills such as independence, time management, perseverance and organisation.

### Kindergarten to Transition 2

Early learning benefits greatly from home support and we expect parents to hear their child read their decodable reader (KG and T1) or school reading book (T2) every day. Alongside this prescribed reading, sharing in a wide variety of stories and books at home, demonstrating that reading is valued, modelling prosody (stress and intonation) and book talk (for comprehension) are all incredibly helpful.

In T1 the children will also be asked to complete a weekly phonics activity that reinforces the learning taking place in the classroom. In T2, a weekly maths activity is added to their phonics activity and daily reading.

### Form 1 and 2

Form 1 has two formal exercises each week in the form of spelling and maths activities. They are also expected to do daily reading and rehearse times tables regularly. Children also have the opportunity to do set tasks on educational programs such as Times Table Rockstars, Sumdog and Mathletics. There are also a variety of ideas of how to consolidate class learning through the Google Classroom. By the end of Form 1, children are expected to build on their 2,5,10 times table knowledge with 3,4,8 times tables in and out of sequence and increase their rapid recall.

Form 2 has two formal homework tasks each week in the form of maths and spelling activities. They are also expected to do daily reading and rehearse times tables regularly. Children also have the opportunity to do set tasks on educational programs such as Times Table Rockstars, Sumdog and Mathletics. There are also a variety of ideas of how to consolidate learning in maths through use of Google Classroom. By the end of F2, children

should know their times tables in and out of sequence and corresponding division facts; working towards a target of 6 seconds per times table question.

### **Form 3**

The allocation of Homework in Form 3 is one task per night (Monday to Friday) which is made up of two English, two Maths and one French task. Tables, spelling and reading remain on the agenda for all children. Once per term, Homework is set in the creative subjects of Art, Drama, Music and DT in lieu of the academic subjects that usually provide tasks. Other subjects may signpost optional, non-assessed materials to extend and enrich classwork as appropriate.

### **Form 4**

This is the first year in which the children are introduced to 'double' Homework on two days per week. In addition to two English and two Maths tasks, the children receive a French, Science and Latin task. As in Form 3, creative arts subjects set Homework in the place of academic subjects for one week each term. Other subjects may signpost optional, non-assessed materials to extend and enrich classwork as appropriate.

### **Form 5**

Children in Form 5 receive eight Homework tasks each week. In addition to the subjects that set work in Form 4, Humanities tasks are introduced with RS, History and Geography setting weekly tasks.

### **Form 6**

Children in Form 6 receive two tasks on each night of the week, Monday to Friday.

## **Homework Instructions**

In Forms 3 – 6, all Homework tasks are recorded digitally through the Google Classroom and appear in the 'To Do List' in each child's account.

To view the Homework online:

1. Log in to Google Classroom ([classroom.google.com](https://classroom.google.com)) using the child's school account name and password
2. Click on the 'To Do List'. Homework will appear in a list according to the due date. The information will also appear in the child's Google calendar under the date that the Homework is due.

We provide a Homework timetable which is a guide as to when tasks for each subject will be set. For many, it is best practice to complete tasks on the same day but deadlines are always more than one school day ahead. Management of Homework is something that each child's tutor will discuss with them and they will be supported to establish a routine that works for them.

## **General Advice**

Homework is given to encourage pupils to work on their own, to exercise self-discipline in their approach to learning and to provide an opportunity for further development of skills and knowledge. The work will typically consist of activities most suited to home learning - the learning of vocabulary, essential facts and dates etc. - exercises to consolidate skills in the process of being acquired and research/project work.

It is most helpful for pupils to do their Homework at a regular time each evening, though this will not always be possible given other commitments such as clubs and music practice as well as away games and travel time. However, the more established the routine, the better will be the child's ability to settle to the work. Older pupils can gradually decide for themselves, given a choice of activities, how to organise their evening. If settling to the work is becoming an issue at home, please do not hesitate to contact your child's tutor.

Work conditions are important. A quiet place in which to work will make a considerable difference - free from the distractions of siblings, pets and television. For some, complete silence is daunting and it may be allowable to have music playing quietly in the background.

As a general guide, each Homework should take about 30 minutes with an absolute maximum of 60 minutes in total if two tasks have been set. It is important for pupils not to 'struggle' for long and the maximum time should be observed in these circumstances (as long as a sensible and reasonable attempt has been made). After a hard day at school, Homework should not overwhelm the evening. If your child is regularly not coping with the workload within the given times (or if it is too easy) please let their tutor know so that a solution can be coordinated between home, child and school.