



# **Stebbing Primary School Unhomework Policy**

**Created/updated May 2019  
Ratified by Gov. Body June 2019  
Due for review 2021**

## Introductory statement

The school policy for homework was developed and agreed by the whole staff and has the full agreement of the Governing Body.

## Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- Use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- Consolidate and apply basic skills and knowledge.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- Prepare Year 6 pupils for the transfer to secondary school.

## READING

Our priority at Stebbing is to ensure that children are read to and listened to. This can take on many different forms. We are keen to encourage children to read a range of different materials and not always focus on their reading books. Children who read consistently throughout the week (four different days) will be rewarded with a reading star and be able to attend our reading ambassadors session. Children who are consistently reading ambassadors throughout: a whole term, will be rewarded with a bronze bookworm badge; two terms, will be rewarded with a silver bookworm badge and all three terms, will be rewarded with a gold bookworm badge.

## SPELLING

Children have a spelling or phonics homework set on a weekly basis. These activities, which aid the learning of key spelling patterns and sounds, can be done in a variety of ways. Children in key stage 1 and up have a spelling book which comes home with the suggested activities included. This should be completed weekly.

## UNHOMEWORK

We have adopted an Unhomework approach after attending training delivered by Mark Creasy. This has been outlined to all parents in their child's class guide. This information will also feature on our website.

Unhomework principles: The aim of unhomework is to give the children an opportunity to be creative, independent and make their own decisions about what they want to work on at home, which is in line with our whole school Montessori ethos. By year six, we hope to have prepared children well enough to enable them to make their own decisions about what needs to be worked on, why it needs to be worked on and how they are going to work on it. The children are able to select anything to work on; with the emphasis being on the fact that they have planned how they are going to achieve and complete it themselves.

Wrens:

In Wrens class children complete homework linked to Show and Tell. Every half term a list of weekly themes will be posted onto Class Dojo. These will either relate to our topic or a more open-ended title. The children can present their show and tell in anyway they would like. The expectation on Show and

Tell homework will increase throughout the year. If the children wish to bring a Show and Tell in, they will have the opportunity to present this to class on a Friday.

#### Kingfishers:

In line with our child-led Montessori ethos, Kingfishers are given a topic-based task at the start of a half-term, such as: 'teach the class about Africa'. Children are then free to create anything of their choice (drawing/sculpture, music, dance, food, clothing, powerpoint presentation, story etc.). The children are welcome to seek as little or as much help as they feel they need. All children have the half-term to create their unhomework and present them to the class, usually on the last week of the half-term.

#### Woodpeckers:

In Woodpeckers class, children are expected to complete a piece of unhomework every 2 weeks and present it to the class on a Friday. This unhomework will be based on an open ended question and title, although children can choose to follow their own interests where appropriate. If their unhomework is not completed, it will be expected in on the Monday and if it is still not completed, it will have to be done at lunch time. This expectation will be heightened throughout the year.

#### Kestrels:

In Kestrels, children have two unhomework deadlines per half-term and it is up to the children what they would like to present. It may be a skill they have been working on, an area of learning they want to get better on or a skill they would like to showcase. It is the children's responsibility to sign up each time and they are expected to present it within the week of the deadline. We have a week beginning deadline rather than a day, so we can spread out the presentations over a week. If the children do not complete their unhomework they will be expected to stay in during a lunchtime to complete their unhomework.

#### Owls:

Each child has a homework planner where they have to complete twelve unhomeworks satisfying each of the twelve different headings which are decided as a class at the start of the year (two a half term). On top of unhomework, year six children will receive additional compulsory homework (maths, reading and GPS) from October half term to May half term in preparation for SATs and the transition to secondary school.

#### **Here are some points that are considered whenever setting any homework:**

- The nature and type of unhomework changes during a pupil's school journey.
- The amount of unhomework should increase as children get older. This will still follow the unhomework principles.
- It will not always come in written form.
- It will be set regularly from Reception to Year 6.
- It should not cause unnecessary stress on pupils, parents or teachers.

#### **Recommended time allocation**

Unhomework should not be too onerous for anyone within a pupil's family. Children will normally have a week or longer to complete their unhomework, unless otherwise directed. The decision as to the time and deadline will be negotiated and discussed with the class.

The following are Government recommendations as appropriate time allocations for homework activities:

Year 1-2: 1 hour per week

Year 3-4: 1.5 hours per week

Year 5-6: 30 minutes per day

### **Role of the Class Teacher**

- To provide an explanation of the unhomework task to parents and pupils, either verbally or through a written explanation of the unhomework set.
- To set up unhomework to follow a regular routine.
- To ensure unhomework is purposeful and links directly to the curriculum planned.
- To reward and praise children who regularly complete unhomework tasks.
- To provide feedback during unhomework share. Children have the opportunity to share their unhomework with the rest of the class and explain what they have been doing.

### **Role of Parents/Carers**

- To support the school by ensuring their child attempts their unhomework.
- To provide a suitable space for their child to complete their unhomework.
- To encourage and praise their child when they have completed their unhomework.
- To support their child with all home activities.
- To explain to the children that they support the school's views of unhomework and the value it holds.

### **General**

- If a child is ill (in KS2) on the day unhomework is set, it will be the child's responsibility to find out what the unhomework is for that week.
- It is very rare that unhomework will be set and expected in the next day.
- Should parents have any queries or concerns, they are to contact their child's class teacher directly.
- If unhomework is not completed in Woodpeckers, Kestrels or Owls a sanction may be enforced.