



British International School of Tunis BRAVE •
IMAGINATIVE • SELF-DISCIPLINED • TOLERANT

Homework Policy (Primary)

The British International School of Tunis



<i>Date Amended</i>	August 2021 Staff Responsible Head Teacher
<i>Date to Review</i>	August 2022 Version V1

Primary Homework Policy - August 2021 Page 1



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Rationale

This policy aims to guide all staff in the organisation and production of homework, developing a consistency of approach and progression across all year groups. The policy will act as a guide to good practice with regard to homework setting and monitoring. The purpose of setting homework is to consolidate fundamental skills and improve fluency and recall in both mathematics, reading and spelling.

Aims

Through this policy we aim to:

- Ensure consistency of approach throughout the school
- Develop pupils' independence and resilience
- Consolidate learning that has taken place in the classroom
- Create a partnership between parents and teachers in relation to pupils' learning
- Ensure that the needs of individual pupils are taken into account
- Prepare pupils for the transfer to secondary school

Homework Tasks

Homework provides an opportunity for pupils to both organise their own learning and also be supported, when appropriate, by parents/carers. It is important that pupils develop regular learning routines. It is expected that pupils will spend increasing amounts of time on homework as they move through the school.

Year Group	English Homework	Maths Homework
Foundation 1	Stories and home sharing books.	
Foundation 2	Reading Books Letters/Key Words/Spellings (When the child is ready)	Number Recognition/Maths Task (When the child is ready)
Year One	Reading. 2 books and a task. Bugclub Spellings set tasks	Maths set tasks
Year Two	Key Words Reading. 2 books and a task	Times Tables - 2's, 5's and 10s
Year Three	Bugclub Spellings set tasks Reading and a task. Bugclub 10 Spellings	Maths set tasks Times Tables - 3s, 4's and 8s Maths set tasks



	3 set tasks (one of which is reading theory)
Year Four	<p>Reading and a task</p> <p>Times Tables - recall of ALL tables Maths set tasks</p> <p>Bugclub</p> <p>10 Spellings</p> <p>3 set tasks (one of which is reading theory)</p>
Year Five	<p>Reading and a task</p> <p>Times Tables - 3 times per week</p> <p>Bugclub</p> <p>Maths set tasks</p> <p>Spellings</p> <p>3 set tasks (one of which is reading theory)</p>

Year Six Reading and a task
 Bugclub
 Spellings
 3 set tasks (one of which is reading theory)
 Summer term preparation for

secondary school

The Role of the Class Teacher

Times Tables - 3 times per week
 Maths set tasks

Summer term preparation for secondary school

- To provide an outline to pupils of homework expectations
 - To set up a regular homework routine (allocated day)
 - To if necessary upload weekly homework tasks onto the year groups google classroom page
 - To check that the homework is meeting pupils' needs
 - To monitor the pupils' homework and give them feedback through verbal comments, test results, using work in lessons etc.
 - To acknowledge pupils who complete homework through the House Point reward system
 - To challenge and support pupils who are struggling to complete homework or opting out ●
- To communicate with parents if pupils are struggling or not completing homework

Parental Involvement

Homework is set so that it can be completed by pupils with a good level of independence. However, parents play a part in supporting and encouraging the completion of the weekly homework. Parents of pupils who continually fail to complete homework will be contacted to discuss the situation with the class teacher.

Differentiation

Primary Homework Policy - August 2021 Page 3



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Homework will be designed in such a way as to give all pupils the means to participate at an appropriate level. Reading, spelling and maths will be differentiated by content.

Equal Opportunities/Special Needs

Opportunities will be created for every pupil to succeed. This may mean that homework challenges have to be adapted further for pupils with more specific learning needs. Teachers need to be aware that pupils have varied amounts of support at home and be sensitive to pupils' socio-economic and cultural backgrounds.

