



Homework Policy

for Hertsmere Jewish Primary School

Reviewed by: Mr Bright & Mrs Soller

Reviewed on: September 2020

Date of Next Review: September 2021

Aims of the Policy

- to develop an effective partnership between the school and parents.
- to ensure consistency of approach throughout the school
- to ensure progression towards independence and individual responsibility
- to ensure the needs of the individual are taken into account and that they are appropriate skills, yet offer challenge and interest
- ensure that parents have a clear understanding about expectations from themselves and the pupils
- extend and support the child's learning through reinforcement and revision
- provide opportunities for parents and pupils to enjoy learning experiences together
- to consolidate and reinforce skills and understanding, particularly in literacy, numeracy and Jewish Studies
- to exploit all resources for learning including those found at home
- to extend school learning especially for the gifted and talented children
- to encourage pupils to develop the confidence and self-discipline required for individual study
- to develop time management skills as pupils progress through Key Stage 2
- to prepare children for the demands of secondary school

Content of the Homework given

The main focus of homework will be Literacy, Numeracy and Jewish Studies. As children move through the school, this will continue to be the main focus with the addition of other subjects such as science and the humanities. Homework will, at times, consist of formal exercises to be completed by the child but will also include activities to be completed jointly by the parent and pupil e.g. reading, research.

Key Stage 1 begins with reading related activities as well as practice. There will also be phonics homework or activities. Reading activities continue to be essential all the way through the child's primary education. Throughout Key Stage 2, children will primarily be set weekly reading comprehensions. These will be made available via Google Classroom. A child, when ready, is expected to learn weekly spellings and this then extends to writing tasks around the associated spellings.

Numeracy tasks begin with simple number activities that eventually develop into formal tasks. This will be supplemented by tables and practice of the four rules. Numeracy homework will primarily be set using MyMaths (an online resource which includes both explanations of activities and tasks). There will be times where alternative forms of homework are set in order to supplement classroom learning.

In addition to regular weekly activities, children may be given additional tasks that are differentiated according to age and ability. These may include research work, reading in preparation for lessons, preparation for an oral presentation and traditional written assignments. Great care will be taken to take different levels of ability into account and homework tasks will be adjusted to ensure access to SEN and extension to gifted and talented children. Occasionally children may be asked to finish work at home, but this will not form the core part of homework.

Teachers will establish a regular pattern for homework that parents will be informed about in the curriculum evening in September. In Key Stage 2 all children will be provided with a homework diary in which to record homework tasks. Parents are requested to sign the book weekly to confirm that they are aware of the work that has been set. Similarly, teachers are required to check and sign the homework diary and, in addition may add comments on tasks done in class or at home that they wish to share with the parents. The homework diary should be used as the primary means of communication between the classroom and home.

This requirement follows the recommended national guidelines. The reading, especially in Key Stage 2, may form part of the **other** homework tasks.

Jewish Studies

Reception – Year 6

Hebrew Reading

It is of crucial importance that parents fully support the development of a child's Hebrew reading skills. Hebrew reading requires regular practise throughout a child's primary school career. It is the foundation stone on which a child's Jewish education is built. Children are provided with a Record Book in which to record their reading. Parents are requested to listen to their child read and to sign the book each week. Correspondingly, teachers are required to check the Record Book and monitor the effort made and the support given.

Parashah – Weekly Torah Portion

The weekly Daf Parashah/Parashah sheet will be sent home starting after Succot from Parashat Bereishit in Reception to Year 6. The weekly Daf Parashah is sent home with a set of questions for parents and children to discuss as a way of enriching the learning that takes place in the weekly Parashah lesson. The Daf Parashah also includes a fun optional activity related to that week's Parashah. We encourage the children to share the completed activity with their class, either by bringing it into school or via photos, videos etc. Parents **MUST** circle the most applicable statement that assesses their child's understanding of that week's Parashah – i.e. EXCELLENT, VERY GOOD, GOOD, NEEDED SUPPORT. Parents **MUST** also sign their child's Daf Parashah every week. The weekly Parashah story forms part of the rhythm of Jewish life and is also an essential vehicle for imparting key concepts that form part of the school's PSHE provision.

Year 3 – Year 6

Chumash Key Vocabulary

Additionally, in **KS2**, after each Chumash Unit the children will be assessed. This includes being tested on all the Key Vocabulary from that unit. The Key Vocabulary will be sent home prior to the end of unit test, for your child to memorise. This plays a crucial factor in enabling a child to learn Chumash independently at primary level and beyond.

Friday Kabbalat Shabbat Assemblies

Also, in **KS2**, starting from after Succot children will be on a rota system to prepare and present one of the following:

Year 3 – leading a full Shabbat Kiddush

Year 4 – Good News from Israel (This can be in the form of a speech, video, power point, poster etc.)

Year 5 – D’var Torah (weekly Torah portion)

Year 6 – D’var Halachah (Jewish Law) on either a Mitzvah (Jewish commandment from G-d) from that week’s Torah portion, current Chag (Jewish Festival) or an applicable Halachah of their choosing.

Time Allocations for Homework at HJPS	Secular	JS
Reception	<p>Approximately 10 minutes per day practise phonics introduced in class</p> <p>Practise reading ‘tricky’ words</p> <p>Supported reading of books where introduced</p>	<p>Weekly Aleph-Bet work</p> <p>Hebrew reading (3 x 10mins per week)</p> <p>Weekly Daf Parashah with questions for discussion with parents (10 mins) plus optional activity</p>
Year 1	<p>Supported daily reading 5-10 mins</p> <p>Optional phonics</p> <p>Maths/English – alternate weeks 15 mins.</p>	<p>Hebrew reading (3 x 10mins per week)</p> <p>Weekly Daf Parashah with questions for discussion with parents (15 ins) plus optional activity</p>
Year 2	<p>Daily reading 5-10 mins</p> <p>Spelling</p> <p>Times table practice (Spring and Summer Term)</p> <p>Maths/English – weekly alternately 25 mins</p>	<p>Hebrew reading (3 x 10 mins per week)</p> <p>Weekly Daf Parashah with questions for discussion with parents (15 mins) plus optional activity</p>

Year 3	<p>Independent daily reading (fiction and non-fiction) 10 mins daily</p> <p>Spelling test.</p> <p>Times table practice daily (Spring and Summer Term) English 30 mins weekly Maths 30 mins weekly.</p>	<p>Hebrew reading (3 x 10 mins per week)</p> <p>Weekly Daf Parashah with questions for discussion with parents (20 mins) plus optional activity</p> <p>Chumash Unit Key Vocabulary list to be memorised prior to the end of unit assessment</p>
Year 4	<p>Independent daily reading (fiction and non-fiction) 10 mins daily</p> <p>Spelling</p> <p>Times tables practice</p> <p>Maths 30 mins weekly English 30 mins weekly</p>	<p>Hebrew reading (3 x 5-10 mins per week)</p> <p>Weekly Daf Parashah with questions for discussion with parents (20 mins) plus optional activity</p> <p>Chumash Unit Key Vocabulary list to be memorised prior to the end of unit assessment</p>
Year 5	<p>Independent daily reading (fiction and non-fiction) 10 mins</p> <p>Maths/English 2 x 40 minutes</p> <p>Spelling</p>	<p>Hebrew reading (3 x 5-10 mins per week)</p> <p>Weekly Daf Parashah with questions for discussion with parents (20mins) plus optional activity</p> <p>Chumash Unit Key Vocabulary list to be memorised prior to the end of unit assessment</p>

Year 6	Independent daily reading 15 minutes Spelling with spelling activity English/Maths 2 x 40 minutes	Hebrew reading (3 x 5-10 mins per week) Weekly Daf Parashah with questions for discussion with parents (20mins) plus optional activity Chumash Unit Key Vocabulary list to be memorised prior to the end of unit assessment.
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Note - not all subjects may be given or given for the times stated. This may be to allow for the opportunity for extended tasks to take place over a longer period of time. The overall time expectation, however, will be the same.

Parents are encouraged to give teachers any useful feedback. This may include:

- notes in the reading record book
- notes in the homework diary
- notes attached to exercise books
- verbal feedback

Parents are requested **not** to write directly into their child's exercise book except to sign when requested.

The Role of Parents

It is appreciated that parents play a crucial role and wish to work with the school to support the progress of their children. Parents are encouraged to contact their child's Class/JS Teacher if their child is experiencing any difficulties. Parents are asked to provide a suitable place in which homework can be completed, whether working alone or with an adult. It is essential that parents make it clear to their children that they value homework and are willing to support the school in its approach. This includes encouragement and praise at all levels.

Whilst parents are encouraged to support their child, it is important to stress that most regular 'formal' exercises should be done without parental assistance. If parents do give assistance at any times, they are asked to note this in the homework diary to inform the teacher. Class/JS Teachers are explicit with instructions but parents are asked to consult them if unsure.

Guidance for Parents

- Encourage children to take increasing responsibility for learning and organisation.
- Observe and acknowledge children's success and ask how class and homework is progressing.
- Help children to set aside a regular daily session to read and complete tasks.
- Attend a SEED Hebrew Reading Crash Course if necessary to ensure that it is possible to support the development of a child's Hebrew reading skills. (This highly recommended course is offered annually at school in the second half of the Autumn Term.)
- Purchase a range of English Judaica for children to enjoy reading at home.
- Refer to the Parent Education area of the school's website and use the Chagim (Jewish Festival) packs to reinforce the learning in school and to enhance the celebrations at home.
- Allow your child to express fully his/her enthusiasm for Jewish life and his/her commitment to it.
- Look for opportunities to participate with your child in Jewish communal life.
- Set a good example to children e.g. by showing interest, discussing and reading themselves - this may involve turning the TV off!
- Help by discussing key questions or directing children to resources. It is better to encourage children to complete homework by themselves.

- Help children to balance the amount of time spent doing homework, watching TV, playing computer games, after school clubs and other recreational activities.
- Check whether work has been recorded accurately in the homework diary/Hebrew Reading Record Book and sign when requested.
- Write a note in the diary/Hebrew Reading Record Book if there have been any problems and record the time spent by the child on the task.
- Read children's work and check responses to the work set.
- Try to take children out to places of interest that will enrich the learning going on in school particularly in areas of science and the humanities.
- Join a local library and encourage good reading habits.