



Homework Policy

Our Aims

Research suggests that homework makes the greatest contribution to learning when:

- Tasks are planned and structured to support learning
- There is consistent practice across the school in setting, managing and marking homework as appropriate.
- There is a regular programme, so that everyone knows what to expect.
- Pupils, clear about what they need to do.
- Parents and carers are partners in their children's learning.
- There are high expectations of pupils in completing homework.
- Pupils receive prompt and clear feedback on their work
- The policy is monitored and evaluated.

With these in mind we believe the purpose of homework will:

1. Develop an effective partnership between home and school.
2. Consolidate and reinforce skills and understanding, particularly Literacy and Numeracy.
3. Exploit resources for learning of all kinds, at home.
4. Extend school learning, e.g. by additional reading.
5. Encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own and in preparation for the secondary school.

Through agreement of this policy we aim to:

- Ensure consistency of approach throughout the school;
- Ensure progression towards independence and individual responsibility;
- Meet the needs of all children;
- Extend and support learning through reinforcement and revision;
- Improve the learning offered to all pupils;
- Provide opportunities for parents, teachers and pupils to work in partnership;
- Provide opportunities for parents and pupils to work together and enjoy learning experiences;
- Encourage children to develop strategies for effective learning;
- In Year 6, prepare pupils for secondary school.

Implementation of the Policy

In order for homework to be successful it is very important to ensure that it is **consistently applied** throughout school and that arrangements are **manageable for everyone**, including pupils, teachers and parents, as well as being educationally beneficial.

The nature of homework set will depend on several factors including:

The curriculum area it is supporting, the age of the children, and the individual needs and abilities of the pupils.

Younger children –Short activities of different kinds for example, simple games, learning spelling and number facts and reading together all provide an important opportunity for children to talk about learning with an interested adult and to practice key skills in a supportive environment.

Older children –As they get older homework should provide an opportunity for pupils to develop the skills of independent learning, which should become increasingly important in years 5 and 6. It is important that children get used to devoting regular periods of time to study on their own. By the end of year 6 it is envisaged that homework will cover a range of tasks and curriculum content with a flexible but regular structure. This should help transition to secondary school easier.

Type and Amount of Homework

The main focus for homework in primary schools will be literacy and numeracy, although it will include other subjects as and when, for example, Science, history geography etc. Again, homework does not just mean formal written exercises carried out by children without help from adults. Particularly in the case of younger children, where the activities may be shorter.

Regular reading is vital and reading practice and listening to others read is essential throughout the primary phase. We believe that all children should read for 10-20 minutes a day to others or to themselves if they are fluent readers (with some questions and intervention from parents to check reading). This can be done generally or in the context of homework, might include spelling and punctuation, and in Numeracy, games and problem solving activities as well as formal exercises. In addition, (differentiated where appropriate) other homework might consist of; finding out information, reading in preparation for lessons, preparing oral presentations as well as set homework exercises.

The precise time spent on homework is obviously less important than the quality of the task. A regular pattern of homework is also important so a routine can be established to help parents, pupils and staff. However, this framework is flexible and it is expected that staff work creatively within the guidelines.

Reporting on the effectiveness of homework will be done, as appropriate, through:

Parents' evenings

End of year written reports

Pupil and class Targets

Informal and formal meetings

Homework Guidelines

All in KS1

Read to an adult in school at least twice per week – this to be noted in the Big Blue Book

Children to be heard reading at home – a minimum of twice a week is recommended

Parents to record reading at home with their child in the Big Blue Book

Parents request a change of book in the Big Blue Book

We aim to change reading books a minimum of twice a week if appropriate for the child and if they have been heard read at home

Topic homework: 3 to 6 week duration

Reception

Phonic Sounds as taught

Tricky words x3 per week

Year 1

Spellings (linked to HFW moving onto spelling patterns)
Literacy/Numeracy – alternating each week

Year 2

Spellings linked to spelling patterns
Times tables
Literacy / Numeracy – alternating each week

Homework KS2

Weekly Spellings - tested
Weekly times tables – tested
1 piece of literacy – Comprehension, punctuation or grammar
1 piece of numeracy – based on the week covered that week
Reading with an adult once a week for those not yet free readers

Long term topic homework – 1 per term

Feedback

Feedback on homework should be as quick as possible. This may be done in class work; when the work is presented. When the work is marked using our Marking Policy, through tests or by individual comments from the teacher. Providing individual feedback is of course very time consuming particularly if written, so this method of feedback is not used exclusively. The range of tasks set for homework should take this into account. Other strategies should be used such as peer review, class feedback etc. Care should be taken to keep workload manageable but to maintain pupil motivation.

Feedback from parents etc. is also important and can be given on such as Parents Evenings, but also recorded on individual pieces of work. The use of home-school diaries will also allow parents to feedback to school on children's reading and other aspects of homework. Thus allowing for a two way dialogue.

Special Educational Needs

Planning for differentiation by task or by outcome ensures that all children with special needs have access to any homework set. For further guidance is available in the Special Needs Policy. All children can undertake homework at their own level, respond to it in their own way and be challenged by it. We have to be sure those tasks:

- Have a clear focus and time scale.
- Give plenty of opportunities for success.
- Help develop social as well as other skills.
- Be varied in outcome (not always written).
- Be manageable for teachers.

Equal Opportunities

Homework will meet the needs and interests of boys and girls of all abilities. Cultural and social backgrounds will be met through a range of opportunities for learning.

Parental Support

We need to be able to count on parental support for the school aims and policies. This support is an important part of our Home/School Agreement, which will include expectations regarding homework.

To be effective homework needs to be part of a wider partnership between parents and school so that support for homework will be actively encouraged.

In general terms parents and carers are encouraged and requested to:

- Provide a reasonably peaceful, stable place in which pupils can do their homework alone or together with an adult.
- Make it clear that they value homework and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed homework.

Beyond this parents and carers are encouraged to become as actively involved as possible in joint homework activities with their children. This may require some guidance from class teachers. We understand that the level of involvement from parents will vary but hope that involvement will be as full as possible.

Review Procedure

The policy and practice for homework was reviewed in 2015 by the headteacher and whole staff. However, should it become necessary to amend this policy within two years it will be undertaken as an ongoing developmental process. The views of parents may be sought via parents meetings and the parent partnership group. The key criterion to assess effectiveness will be the extent to which homework contributes to pupil progress and their attitudes to learning.

July 2015

Mrs CV Collett.....
Executive Headteacher
Date.....

Signed.....
Mrs E Woods
Chair of Governors
Date.....