

Homework Policy



1 Introduction

- 1.1 Homework is anything that children do outside the normal school day, that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

2 Rationale for homework

- 2.1 Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. We see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

- 2.2 Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3 Aims and objectives

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote a partnership between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
 - to help children develop good work habits for the future.

4 Types of homework

- 4.1** We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the children to read daily by giving them books to take home to read with their parents (linked to the phonic phase they are on) plus another book from the School Library which should be read by the adult. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings and complete a maths activity as part of their homework, which will be linked to current learning.
- 4.2** At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.1 but we expect them to do more tasks independently. Their reading book will either be linked to their phonic phase or if beyond that a book from their classroom library, that can be read independently. We set spelling and maths homework each week and expect the children to consolidate and reinforce learning done in school through practice at home. We also set homework as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood e.g. before SATS in Year 6 and Multiplication Test Year 4. Children can regularly practise their timetables through Times Tables Rockstars. Their spellings through Spelling Shed – these are set at the right level by the class teacher and monitored for progress.

5 Amount of homework

- 5.1** We increase the amount of homework that we give the children as they move through the school. We expect Key Stage 1 children to spend approximately one hour a week doing homework, which includes daily reading with a parent. We expect children in years 3 and 4 to spend approximately 15–20 minutes per night on homework, including daily reading, and children in years 5 and 6 to spend approximately 30 minutes per night, including independent reading. This is in line with the DfE guidelines that were issued in 1998.
- 5.2** We give all the children a school reading diary where the pupils in KS2 or parents can record reading at home.
- 5.3** Maths and Spelling activities are sent home in their green homework book on a Wednesday to be returned the following Monday (this gives time for teachers and support staff time to review any learning at home and give support/intervention if necessary).

6 Pupils with special educational needs

- 6.1** We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

7 The role of parents

- 7.1** Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

