

Homework Policy

Introduction

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.

Rationale for Homework

Homework is a very important part of a child's education and can add much to a child's development. We recognize the educational experience that any school by itself can provide is limited. Children therefore benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. 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.

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 organizations 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.

Aims and Objectives

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 aspects of the curriculum to be enhanced;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow the children to practice skills taught in lessons;
- to help children develop good work habits for the future.

Types of Homework

In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading and sharing books, etc. with their child.

We ask Key Stage 1 children to learn spelling patterns and practise mental maths skills as part of their homework. We also set practical maths activities which help to relate in class learning to real life. Sometimes we ask children to talk about a topic at home prior to studying in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and the internet.

Occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it.

At Key Stage 2 we continue to give children the sort of homework activities outlined for KS1 but with higher expectations regarding quantity and depth. Independent written topic and project work will at times also be set. In addition, we set homework as a means of helping the children to revise for class assessments as well as to ensure that prior learning has been understood.

Amount of Homework

We increase the amount of homework that we give the children as they move through the school. A table showing the types of homework and some guide times for each class is included at the end of this policy.

Pupils with Special Educational Needs

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. When setting homework to pupils who are named on the register of special needs, we refer to their individual requirements.

The Role of Parents

Parents have a vital role to play in their children'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 request that they provide them with the opportunities and environment that allows children to do their best. Parents can support their child by showing enthusiasm, discussing the work that their child is doing and praising effort. Talking about an activity is key. It will not only clarify thinking but will expand learning and empower children to become teachers e.g. sharing new calculation methods.

If parents have any problems or questions about homework, they should contact the child's class teacher.

Monitoring and Review

Staff will monitor and review his Homework Policy and procedures as appropriate, and certainly prior to the next review date.

Reviewed November 2016
Next Review Date Autumn 2017

Signed
John Ward, Chair of Governors

Weekly guide times	Expectations
Nursery 30 minutes	<ul style="list-style-type: none"> • Share a book for about 10 minutes daily for maximum benefit
Reception 40 minutes	<ul style="list-style-type: none"> • Continue reading 10 minutes daily at least 3 times a week and preferably daily for most benefit • Sounds, numbers and tricky words practice weekly
Years 1 & 2 1 hour	<ul style="list-style-type: none"> • Continue reading at least 3 times a week (and preferably daily) • Sounds/Spelling patterns practice weekly • Mental maths recall skills practice • Practical maths activity (each ½ term) • Topic preparation and discussion as required
Years 3 & 4 1.5 hours	<ul style="list-style-type: none"> • Continue reading at least 3 times a week (and preferably daily) • Spelling patterns practice weekly • Mental maths recall skills practice • Practical maths activity (each ½ term) • Topic and project work (ongoing throughout the ½ term)
Year 5&6 2.5 hours	<ul style="list-style-type: none"> • Continue reading at least 3 times a week (and preferably daily) • Spelling patterns practice weekly • Mental maths recall skills practice • Practical maths activity (each ½ term) • Topic and project work (ongoing throughout the ½ term) • Literacy or maths work (when consolidation in an area is required) • Revision activities for class assessments.