



# Homework Policy

**Committee: Curriculum Committee**

**Review Date: July 2020 (unless there is a need to do so beforehand)**

## ***Rationale***

Learning is not confined to the school day alone. In order for the children to make the most of their potential, homework can play an important part in extending learning in an environment that involves their parents.

## ***Introduction***

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, organisations and other enriching activities that are an important part in the lives of many children. We are well aware that children spend more time at home than at school; 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.

Homework is designed to consolidate and reinforce skills and understanding – particularly in English and maths. It is also designed to extend school learning and encourage children to develop the confidence and self-discipline needed to study on their own. Homework will work best when parents and carers become actively involved and provide their support.

We hope that parents will support their child's learning by engaging in a range of activities other than that 'set' by the school. This could include talking about films or DVDs the children have seen; talking about events relevant to their child; recognising words in the environment; playing word games, e.g. scrabble / eye spy; memory games; recognising numbers in the environment; counting games; board games; using money; telling the time; number bonds; multiplication tables and investigations; visiting places of interest etc.

## ***The type of Homework***

We set a variety of homework activities.

Across the school we encourage the children to read by giving them books to take home to share with their parents. Reading books are changed when needed. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child during our 'Meet the Teacher' events which take place annually.

### **Early Years Foundation Stage (EYFS)**

In Reception, children are given lists of words to practise reading/sight recognition as word cards. Children will not be given written spellings to practise as in other years. Parents' are encouraged to support their children with these at home.

To support maths, Reception children need to practise counting and recognising numbers. They may also need, when writing numerals, help to ensure they are written in the correct formation. The children also need to be aware of numbers around them so parents are encouraged to point these out in the environment when they see them. We do not expect them to do any formal written calculations but it would also benefit the children if they were encouraged to play counting games (board or otherwise).

### **Key Stage 1**

In Year 1, children will be given 5-10 spelling words to practise at home which are linked to sound patterns and high frequency words. They will be sent home weekly.

In Years 2, children will be given 8-10 spelling words, weekly to practise at home. These will be linked to the spelling patterns and objectives they have been learning in spelling sessions. Spellings may also be linked to the high-frequency words or words from their spelling journal.

To support their maths learning, KS1 will have Abacus practice set weekly – mainly in the form of games and will be expected to work on number bonds and times tables as appropriate.

### **Lower Key Stage 2**

In Years 3-4, children will be given 8-15 spelling words, weekly to practise at home. These will be linked to the spelling patterns and objectives they have been learning in spelling sessions. Spellings may also be linked to the high-frequency words or words from their spelling journal.

KS2 will be set maths challenges on Sumdog and times tables practice weekly.

At Key Stage 2 we continue to give children homework activities outlined above but we expect them to begin to do more tasks with less adult support to encourage independence.

As a general matter of course, reading or a reading activity will be continued on a daily basis.

### **Upper KS2**

In Years 5-6, the children will see an increase in the amount of homework that they receive. They will be given 15+ spelling words and number facts to practise at home which will be tested weekly. On a Friday, Year 5 will also be given a maths task which should take approximately 30 minutes as well as another piece of homework which should also take no longer than 30 minutes. This might be a literacy task or may have a science focus or linked to topic. Year 6 will be given a maths and literacy task (40 minutes each) and one other piece (30 minutes) as necessary.

For children to make most progress reading, spelling and multiplication/division facts need to be practised nightly. Children will be given 5 nights to complete Maths and Literacy homework.

A Homework Club will be provided for Years 5 and 6 for children who wish to do some of their homework at school and support will be provided. One day's leeway will be given regarding the deadline for handing in work. Unfinished or missing work will need to be completed at lunchtime. If a child does not complete their homework on more than three occasions concerns will be discussed with parents.

At the same time, we also want to reward children who have completed homework ahead of given deadlines so the following will be given for homework set on a Friday:

Handed in on Monday = 3 house points

Handed in on Tuesday = 2 house points

Handed in on Wednesday = 1 house point for being on time.

Thursday will be a day's leeway and if not handed in, the child will stay in during Homework club on Friday to do homework under guidance of the class teacher.

### ***Amount of Homework***

Children will be expected to spend a certain amount of time each day reading and/or completing their spelling homework.

We increase the amount of homework that we give the children as they move through the school.

The timings are outlined below:

<b>Year Group</b>	<b>Time to be spent daily on reading and/or spellings and number activities</b>
Reception	5 minutes
Year 1	10 minutes
Year 2	15 minutes
Year 3	20 minutes
Year 4	25 minutes
Year 5	30 minutes
Year 6	30 minutes

All reading activities from Reception to Year 6 should be recorded in the child's reading or homework diary. This acts as a means of dialogue between teachers and parents/carers.

The times given above are a guide and an indication of how long a child should spend intensively working on their homework. Children should be encouraged to discuss any problems they are having with their teacher. It is not acceptable for children to struggle excessively, causing upset at home.

### ***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 differentiate any task set so that all children can contribute in a positive way.

### ***Planning, Monitoring and Evaluating Homework***

Individual class teachers are responsible for setting and monitoring homework. The Head will monitor consistency across the school and the governors will monitor and evaluate the success of the policy.

### ***Roles of Parents***

To be effective this policy needs the support of parents in a variety of ways, including:

- Providing a reasonably peaceful, suitable place for homework to be completed.
- Showing that they value the work being done and providing support and explanations.
- Encouraging and praising the child for their efforts.
- Engaging with their child in completing tasks and activities
- Making homework a pleasurable experience
- Putting a sensible time limit on the amount of time a child is expected to work
- Not forcing a child to complete activities as this could have a detrimental effect on their learning
- Checking that work is returned to school on time.

### ***Conclusion***

This policy will ensure that homework is manageable for everyone – child, parent or teacher, and is educationally beneficial.

### ***Monitoring***

This policy will be reviewed regularly by the Governing Body according to the schedule for policy review.

..... Chair

..... Date