



Climbing the Branches of Success

Homework Policy

Committee: Development Committee
Review Date: July 2019

Document History

Issue	Date	Comment
1	2010	Approved by Governors
2	2014	Approved by Governors
3	July 2017	Approved by Governors

Homework Policy

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.

Purpose of this Policy

The purpose of this policy is to establish expectations about homework so that parents and teachers can work together in achieving high quality learning at Maple Tree Lower School.

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 when needed. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child.

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).

KS1

In Year 1, children will be given 5-10 spelling words, weekly 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.

KS2

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 the sort of homework activities outlined above but we expect them to begin to do more tasks independently.

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

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:

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

All reading activities from Reception to Year 4 should be recorded in the child's reading or homework diary. This acts as a means of dialogue between teachers and parents / carers.

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 of School 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.

As a school working within the Rights Respecting ethos we also acknowledge that the following articles will apply to this policy:

Article 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all actions concerning children.

Article 12 (respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Monitoring

This policy will be reviewed regularly by the Development Committee according to the schedule for policy review.