

Homework Policy



Introduction

DCSF guidance: *“Any work or activity which pupils are asked to do outside lesson time, either on their own or with parents/carers”.*

This policy was established following discussion with staff on the need for consistency of approach across all year groups and good practice with regard to the setting, monitoring and marking of homework.

Rationale

Homework is planned as an integral part of curriculum planning with clear identification of its relationship with class work.

Tasks are set that can be completed within the allocated homework time and that are matched as far as possible to the abilities of the children.

A range of strategies is used so that homework tasks are varied in type and enable children to draw upon a range of resources that may be available outside school such as people, computers, libraries .

Tasks will be given useful marking and feedback.

The ‘homework schedule’ will be communicated to parents at the beginning of the year in the “Meet the Teacher” meeting.

Purposes of homework

1. To improve, consolidate and reinforce skills and understanding in the core subjects of literacy and numeracy, as well as other areas of curriculum when appropriate.
2. To both reinforce and extend understanding, as fits the needs of the child.
3. To build on achievement in the classroom.
4. To support the development of independent study skills.
5. To develop an effective partnership between home and school, providing parents with the opportunity to be involved in their children’s education.

Homework guidelines

A Special Word About Reading

Reading should be considered as a daily activity for all children. For younger pupils this will be ‘sharing’ a book with your child, that is, talking about a book, reading to them and hearing them read for a short time. Older children should be given the time and the space to read independently for enjoyment and they may still wish for you to read to them! We cannot urge strongly enough to do this. The little and often approach to practice, consolidation and enjoyment in this way can work wonders.

Nursery: Finding relevant items from home
Drawing/painting/collage

Reception: As above &
Home reading/phonics books/phonics pots

- Year 1: Finding relevant items from home
Home reading (ideally, daily)
Phonics/spelling activity
Practice of relevant maths facts e.g number bonds
Writing activity – may be linked to cross-curricular topic work
- Year 2: Spellings – weekly
Maths – weekly
Home reading
Literacy activity e.g. book review – half-termly
Home project/research based on cross-curricular topic work – termly
- Year 3: Spellings – weekly, building to extended writing activity
Maths – weekly
Home reading
Home project/research for presentation (based on cross-curricular topic work) – termly
- Year 4: Spellings – weekly
Maths – weekly
Home reading
English or topic-based written activity – weekly
Home project/research for presentation (based on cross-curricular topic work) – termly
- Year 5: Spellings and associated writing – weekly
English or topic-based written task – weekly
Maths – weekly
Home reading
On-going Guided reading tasks
1 piece of extended research work /project presentation – termly
- Year 6: Maths – weekly
English – weekly
Spellings - weekly
Reading – at least 3 times a week for 15 minutes
Sats revision (as appropriate)
1 piece of extended research work /project presentation – termly

In addition to weekly set tasks, there are a range of activities available to pupils through the school's MLE (Managed Learning Environment). The MLE provides many opportunities for children to extend their learning at home through e.g. Athletics, class forums and discussions, topic links.

Time

It is difficult to judge how much homework children should have and how much time should be spent on homework. Each child will have different needs and our survey of parents views in 2009 showed that there is wide disagreement over this, with some parents feeling there should not be homework in primary schools and others thinking there should be much more.

Clearly learning at home is not just about work sent home from school. It is essential that there is time for family activities, hobbies and interests which support learning. The habit of homework should start in the early years with enjoyable activities which parents and carers can carry out together with the child.

- In Foundation Stage no single activity should take longer than 15 minutes and whilst reading should happen almost daily other types of homework should be limited to one or two activities weekly.
- In Years 1 and 2 no single activity should take longer than 20 minutes and aside from reading, the number of activities given weekly should be limited to two or three.
- In Years 3 and 4 no single activity should take longer than half an hour and aside from reading, the numbers of activities given weekly should be limited to two or three.
- In Years 5 and 6 the number of pieces of homework given weekly will increase gradually to a maximum of four but again no piece of homework should take longer than half an hour

Feedback

Teachers will provide appropriate feedback through timely and regular marking. This may be through class work (class discussions or feedback on work of which homework assignment is a part), or through tests (tables/spellings), or through individual comments from a teacher.

Recognition of children's efforts at home will be made in school assemblies as well as in the classroom.

Monitoring/evaluation

The policy has been agreed by the teaching staff and draws on parental suggestions and feedback. The quality of homework tasks will be monitored by the SMT (Senior Management Team).

Policy reviewed and updated: May 2010

Approved by: ***School Development Committee June 2010***

Draft available to parents for comments, September 2010

Review date: Spring term 2013