



HOMEWORK POLICY

Definition

Homework is any activity which pupils are asked to do outside of lesson time, either on their own or with parents or carers.

The purpose of homework changes as the children get older. At Key Stage One the emphasis is on developing a partnership with parents and involving them actively in their children's learning. At this stage the children will be working on key skills.

As children get older they will become more independent and refine their skills particularly in English and Maths.

By the end of Key Stage Two, homework should cover a wider range of tasks and the children should be in the habit of devoting regular periods of time to study on their own. By Year 6, they will be expected to keep a homework diary.

Aims

To strengthen home-school links by:

- ensuring that parents have a clear understanding of what is expected from themselves and the pupil;
- providing opportunities for parents, pupils and school to work together in partnership;
- providing opportunities for parents to be actively involved in their child's learning.

To improve the quality of learning experiences of our pupils by:

- ensuring consistency of approach throughout the school;
- taking the individual needs of children into account;
- extending and supporting classroom experiences by reinforcing and revising them;
- enabling the children to progress towards becoming independent learners;
- preparing Year 6 pupils for secondary transfer.



Progression and Continuity

Reception

Children take a classroom library book and book banded reading book home each week to read with a parent. Approximately 10 high frequency words, (both decodable and tricky) are sent home per half-term for the children to practise reading and spelling. Extra words and captions are available if appropriate and requested by parents. Guidance leaflets on how to support children with both reading and writing are sent home termly. Further advice is written in the child's reading record and parents are encouraged to write comments or questions in this also.

Numeracy targets with suggestions of activities to follow to meet these targets are sent home termly.

- Time spent: - approximately 10 minutes daily.

Year 1 and Year 2

A book is read with an adult in school. This is then sent home once per week.

Weekly spellings are set, appropriate to stage of learning.

Year 1 will have an additional weekly Numeracy task.

Year 2 will have an additional weekly Literacy and Numeracy task.

Tasks related to topics will be set half-termly.

- Time Spent:- 20 minutes reading daily.
10 minutes daily for all other activities.

Year 3 and 4

Children are expected to read outside of the school day and record this in their reading records.

Weekly spellings are set, based on Support for Spelling, alternated with topic related words.



Years 3 and 4 will have an additional weekly Literacy and Numeracy task.

In addition Year 4 will have a weekly times tables test.

Tasks related to topics may be set half-termly.

- Time spent:- 20 minutes reading daily.
20 minutes daily for all other activities.

Year 5 and 6

Children are expected to read outside of the school day and record this in their reading records.

Weekly spellings are set, based on Support for Spelling, alternated with topic related words.

Years 5 and 6 will have an additional weekly Literacy and Numeracy task.

Tasks related to topics may be set half-termly.

For Year 6 children, use of a homework diary is encouraged, in preparation for transition.

- Time spent:- 30 minutes reading daily.
30 minutes for all other activities.

General Guidance

All pupils are encouraged to write using an ink pen or pencil dependent on age and task. Pencil should be used consistently for maths. Parents should discuss with the class teacher whether word processing homework is appropriate.



Guidelines for Parents

Reading is a fundamental skill and therefore should be a major part of your child's homework. Your role in developing your child's reading is crucial. Making the time to share books; talk about books; use books for real purposes, is time well spent. As your child progresses through school and becomes more skilled at reading, you can assist them with developing their understanding of the text. .

You can help your child generally by:

- providing a quiet place where your child can work with you, or when older where they can get on with homework alone;
- showing that you value homework and support the school;
- offering encouragement and praise for completing tasks;
- checking homework diaries, to help them become organised in their homework routines;
- keeping in touch with school and addressing concerns with the classteacher.

The school will keep you informed by:-

- regular, termly letters, outlining homework procedures and class topics.
- notes in reading records/ homework diaries.

Computers

Many families have computers at home and we welcome this. Children need to use and understand modern technology. However we discourage the use of wholesale computer generated text for extended study or topic research.

Guidelines for Staff

Do:-

- Give children and parents clear instructions about set tasks.
- Keep spellings and tables to a set schedule each week.
- Check homework diaries and reading record books for messages from parents and carers.
- Communicate clearly hand-in dates.
- Give realistic time scales for work to be done - many children have out of school activities to attend.
- Keep a record of homework set.



- Allow for those children who have special needs.
- Inform parents if there is a problem with child's organisation.
- Use professional judgement about non-completion of work. Strike the balance between challenge and what is possible for that individual.
- Additional time will be found in school time for children who consistently do not complete their homework at home – (**NB** It is expected that Year 6 complete homework tasks as preparation for secondary school)

Don't

- Expect all children to have the same access to facilities - think about books etc. required.
- Overload the children.