



Introduction

This is the school's policy for the provision of homework to pupils and has been drawn up in accordance with guidance issued by the DcSF.

Homework

Homework is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

The Purpose of Homework

The school regards the purpose of homework as being to:

- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school. Homework will therefore be an important feature of the school's Home School Agreement
- consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- exploit resources for learning, of all kinds, at home
- extend school learning, for example through additional reading; and encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school

The Aims of the Policy

Through this policy we aim to:

- ensure consistency of approach throughout the school
- ensure progression towards independence and individual responsibility
- ensure the needs of the individual pupil are taken into account
- ensure parents/guardians have a clear understanding about expectations from themselves and the pupil
- improve the quality of learning experience offered to pupils
- extend and support the learning experience via reinforcement and revision
- provide opportunities for parents, pupils and school to work in partnership
- provide opportunities for parents and pupils to work together to enjoy learning experiences
- encourage children to develop long term strategies for future needs
- at Year 6 to prepare children for secondary transfer
- to support parents to help their children
- to keep parents/carers informed of their child's progress and curriculum requirements

The Nature of Homework

The nature of homework will change as children get older.

For children in Key Stage 1, developing a partnership with parents or carers and involving them actively in children's learning is a key objective.

Short activities of different kinds- simple games, learning spellings and number facts and reading together – provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older, homework provides an opportunity for them to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach year 6 their homework programme will cover a wide range of tasks and curriculum content. This approach will benefit their learning and also ensure that, in relation to homework as much as other aspects, their transition to year 7/secondary school is as smooth as possible.

Homework will be differentiated to take into account individual pupils' needs, including Special Educational Needs and Gifted and Talented Needs and may include:

- finding out information
- word / sentence level work
- preparing oral presentations
- written assignments

Homework should:

- have a very clear focus and consolidate learning
- give plenty of opportunities for pupils to succeed
- help develop social as well as other skills where necessary
- be varied - and not purely written assignments
- be manageable for teachers

Key Stage One:

Parents will be informed each week what the homework is by their child's classteacher. Any comments or questions regarding homework should be initially directed to the classteacher then the Phase Leader.

Key Stage Two:

All children in Years 3/4/5 & 6 have two books – Fiction and Non-Fiction. They are encouraged to read for 20 minutes a day. Homework given covers Literacy, numeracy, reading and spelling with occasional assignments in other subjects.

The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning. Homework tasks will be planned as part of the school's schemes of work for different areas of the curriculum, particularly literacy and numeracy.

The Role of Parents and Carers in Supporting Pupils Homework Activities

The school recognises that parents and carers have a key role to play in supporting pupils' homework. For much of their homework, parents and carers will be encouraged as far as possible to become actively involved in joint homework activities. Through the home-school agreement and other measures, parents will be encouraged to:

- provide a reasonably peaceful, suitable place in which pupils can do their homework
- play games, visit the library, visit places of interest e.g. parks, museums and discuss what they see and find out
- Make it clear to pupils that they value homework, and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed homework.

Feedback

All homework is marked and used to inform planning.

Informing and Consulting Parents and Carers about the Homework Policy

The school will use the home–school agreement to inform parents and carers about the school's homework policy and secure their involvement. Parent's evenings will be used to promote their partnership and obtain feedback. In order to develop a genuine home school partnership, we shall inform parents about homework opportunities in the following ways:

Foundation Stage

Children at Foundation Stage are supported by parents with simple tasks. These tasks are to encourage reading, early writing skills and counting or learning shapes and colours. Children also learn their alphabet sounds with Jolly Phonics and have library books to encourage sharing stories with an adult.

Key Stage One

Parents are informed of the subject topics that the children will be covering throughout the year via the curriculum flyers which are sent out half termly.

Key Stage Two

Information will be given to parents giving an overview of the topics which will be covered during the year.

All parents will be informed about their responsibilities under the home-school agreement.

Other Childhood Activities

The school does not believe that homework should get in the way of pupils' participation of other enriching activities such as sports, hobbies and visits. As far as practicably possible, the school will work with parents and carers to ensure that all pupils have the opportunity to participate in such activities.

Homework Current Practice

In KS1 children can be given spellings and tables to learn, often in preparation for a test. The amount which is given depends on the age and ability of the child. Decisions about this are reached as a result of on-going assessment.

Reading Logs are provided for Year 3 children only and those who are underachieving in reading.

Years 3,4,5 & 6 – Literacy and Numeracy homework is set on a Thursday. If they do not understand, they return it to school on a Friday. Spelling lists are provided at the beginning of the year.

The Role of the School in supporting parents

Children take their Literacy and Maths books home on a set day each week.

This is to give the parents/carers an insight of the work their child is doing during their lessons at school. These books must be returned to school the following morning. It is crucial that parents/carers recognise that the core purpose behind this initiative is to support 'discussion', to familiarise them with some of the school teaching methods and strategies used. Targets and further information is available on the school website.

Reports to advise parents/carers of their child's progress are sent out during the Autumn and Spring terms along with an explanation of their child's target and what she/he is presently achieving.

These are followed by Parents' Evening where their progress can be discussed with the classteacher.

Inclusion

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN and G&T) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion. Information on how we plan for accessibility for pupils with disabilities can be found in the School Improvement Plan.