

# Our Homework Policy

## Introduction

Homework is anything children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

## Rationale for Homework

Homework is an important part of a child's education, and can add much to a child's development.

We see homework as an important example of cooperation and partnership between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, 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 activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

## Aims and Objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable some aspects of the curriculum to be further explored independently;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practise skills
- taught in lessons;
- to help children develop good work habits for the future.

## The Role of Parents and Carers

Parents and carers have a vital role to play in their child's education and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good

working space at home, by enabling their child to visit the library regularly and by discussing the work that their child is doing.

Ideally parents should read with their children every day to help them develop a love of books and stories and help them to grow in confidence. We ask parents and carers to sign their child's Reading Diary to show that they have heard their child read and discussed their books with them on at least three occasions during each week. We also ask for the diaries to be signed each week indicating the support given to their child's reading.

If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher as they will have set the homework task. If parents or carers wish to enquire further about the homework policy and the tasks set, they should contact the Phase Leader, Deputy Headteacher or Headteacher. If concerns still remain, parents and carers can write to the Chair of the Governing Body outlining their concerns.

### Types of Homework

Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. Examples of the types of homework set by each year group are as follows:

<b>Reception</b>	Daily reading with parents/carers. Learning and practising of Oxford Reading Tree words. Shared task linked to weekly classroom topic within homework books, for example, tasks linked to 'The Three Little Pigs' and a survey of materials within the home.
<b>Year 1</b>	English: Daily reading to support children's changing of Oxford Reading Tree books. Weekly learning and practising of spellings (tested each week), focusing upon: 1. Consonant vowel consonant words; 2. High frequency words. Mathematics: a weekly game, worksheet or practical task building upon the learning of the week.
<b>Year 2</b>	English: Daily reading to support children's changing of Oxford Reading Tree books. Daily practising of 100 and 200 high frequency words – differentiated for each ability group. Weekly task requiring children to write sentences using their vocabulary, joining words, sentence openers and punctuation. Mathematics: A weekly task sheet building upon the learning of the week.
<b>Year 3</b>	English: Daily reading, learning of weekly spellings and completion of an independent task relating to classwork. Mathematics: A weekly task sheet relating to current work and a practising of times table facts.
	English: Daily reading, learning of weekly spellings and completion of an independent task relating to classwork.

<b>Year 4</b>	Mathematics: A weekly task sheet relating to current work and a practising of times table facts.
<b>Year 5</b>	English: Daily reading, learning of weekly spellings and completion of an independent task relating to classwork. Mathematics: A weekly task practising and consolidating mathematical concepts. Learning and practising of times table facts up to 12 x 12.
<b>Year 6</b>	English: Daily reading recorded within Reading Journals - signed by parent/carers at the end of each week. Weekly spellings – differentiated for each ability group and a grammar / reading task to support class-related work. Mathematics: A weekly task relating to the week's teaching and learning themes. Learning to reinforce rapid recall of all times table facts up to 12 x 12.

In addition to the above activities, children are encouraged to access 'Mathletics', an internet-based software programme aimed at 1). Encouraging children to practise their mathematics and 2). Games to compete with others around the world.

Additional homework may include a challenge to undertake a research-based project relating to the year group's National Curriculum topics, e.g. in Year 6, children may be asked to research Benin and its political and cultural influences, or to learn lines of poems for reciting in class or for whole school performances.

Homework is marked according to the general school marking policy and a record of its completion kept within teachers' mark books. Homework, which is completed well, is acknowledged and praised using stars within Reception and Key Stage One, and with credits and stickers in Key Stage Two. If misconceptions or misunderstanding arises from homework tasks, teachers will follow them up in lesson time.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

### **Inclusion and Homework**

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, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' School Support Plans. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

### **Use of ICT**

The use of ICT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by copying, pasting and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. We also make use of the 'Mathletics' computer programme at school and at home.

We discourage children from bringing computer disks or memory sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school.