



# Calder Vale St. John's CE Primary School Scorton CE Primary School

## Homework Policy



**Policy Agreed by Staff: February 2015**

**Policy Agreed by Governors: February 2015**

**Review Date: February 2017**

### **Definition of Homework:**

In this policy homework refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers.

### **Introduction**

Learning at home is part of good education. Homework can give pupils the opportunity to practise at home tasks done in class, to undertake more detailed research and to further develop specific skills. It can help pupils to become more confident, independent learners.

We recognise that the purpose of homework may change as children grow older. In the Early Years and at Key Stage 1 the emphasis is placed upon developing a partnership with parents and carers and involving them actively in children's learning. During Key Stage 2 there is greater emphasis upon providing opportunities for children to develop the skills of learning on their own but also to maintain the engagement of parents and carers with what their children are studying at home.

We recognise the importance of family time and therefore we aim to ensure that homework is seen as a positive support for, and enrichment of, learning.

### **Aims**

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.

### **Roles**

#### *School*

- To provide parents with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about homework.

#### *Teacher*

- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To mark and give feedback about homework.
- To be available to talk to parents and children about homework.
- To inform parents if there is a problem regarding homework.

#### *Parents/Carers*

- To take an active interest in homework and support their child in completing homework.
- To ensure that there is time set aside to complete homework.
- To encourage and support their child to complete homework to a high standard and hand it in on time.
- To encourage their child to read and take an interest in current events.
- To provide the appropriate conditions and resources for their child to complete the homework.

#### *Child*

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work .
- To hand the homework in on time.
- To take on board any feedback about homework.



# Calder Vale St. John's CE Primary School Scorton CE Primary School



## Types of Homework

The amount of time that pupils are expected to spend on homework will depend upon the age, ability, home environment and extracurricular activities of pupils, including family and cultural obligations. It is important that pupils of all ages have opportunities for free time, leisure and physical activities outside of school.

The three main types of homework are:

**Practice exercises** - providing pupils with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- consolidation exercise e.g. maths, including memorisation of tables
- practising for mastery e.g. spelling words
- revising information about a current topic
- practising words or phrases learnt in a language other than English
- reading for pleasure

**Preparatory homework** - providing opportunities for pupils to gain background information on a unit of study so that they are better prepared for future lessons, including:

- background reading
- reading e.g. English text for class discussion
- researching topics for a class unit of work
- collecting items e.g. geometric shapes

**Extension assignments** - encouraging pupils to pursue knowledge individually and imaginatively, including:

- writing e.g. a book review
- making or designing something e.g. an art work
- investigations e.g. science
- researching e.g. history, local news
- information and retrieval skills e.g. using a home computer to find material on the Internet

Homework should recognise the place of technology in today's world and the benefits of using technology such as home computers, E-mail and the Internet for organising and accessing information. The schools do have regard for equity issues when setting homework that relies upon the use of technology. Pupils who do not have access to such technology at home will not be disadvantaged.

## Amount of homework

It is important that children of all ages need time to develop through a wide range of activities such as play, taking part in sports, participating in clubs etc. It is therefore important that children should not be overburdened with formal homework.

*Reception* - All activities at home or in play can assist children to develop a wide range of knowledge and skills including literacy, numeracy and problem solving. It should also be remembered that self-directed play in unstructured time is important. Language and number concepts can be introduced and consolidated in many family activities, including:

- shopping
- preparation of food
- listening to stories, learning songs and nursery rhymes
- conversations about what is happening at school
- interactive video and computer programs
- reading
- borrowing from the library
- family outings
- collecting items.

*Yr 1 and 2* - Most of the homework will focus on reading, phonics and basic knowledge of and skill in using numbers, with some information gathering. Children will also be asked to prepare for 'The Big Write'.



# Calder Vale St. John's CE Primary School Scorton CE Primary School



Yr 3, 4, 5 and 6 -The homework will include an element of english and maths. There will also be time spent on finding information for a project during the year. Children will also be asked to prepare for 'The Big Write' By Year 4 where homework is not completed the schools will ask children to 'catch up' either by applying an extension to the homework time or by completing the task set in school.

*Children with Special Educational Needs* - It is important that children with special educational needs have an opportunity to benefit from homework appropriate to their needs. This may mean that some children are asked to do homework which is separate from the homework set for the rest of the class. It is, however, important that homework should be common where possible. Homework should not be used as a means of attempting to get children to catch up with the rest of the class.

## **Feedback on Homework**

Homework is generally linked to the class topic and is used to reinforce the learning objectives covered during the week. Homework is valued by the class teacher and exceptional pieces of work are celebrated in school. Support is also given to children who may have struggled with a homework task. Children receive feedback on their work wherever possible this may be oral or written.

Homework is marked regularly and, where appropriate individual feedback and support is given to the child.

## **Partnership with Parents/Carers**

For each topic/theme the class teacher will send out a letter to parents explaining the focus of much of the work planned to enable parents to support their children by going to museums, theatres, the library etc.

In order to receive feedback from parents or carers, all children have a reading diary where parents can add their comments. Older children are given homework diaries or homework book.

## **Monitoring and Evaluation**

The Headteacher will monitor the impact of homework through:

- Discussion with teachers
- Discussion with a sample of pupils
- Looking at a sample of reading or homework diaries

In the light of information gathered the policy will be evaluated in terms of:

- How manageable it is.
- The impact upon children's attitude to learning.
- The impact upon children's progress

