

# Policy for Homework



*Reviewed by Tom Plim*

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## Homework Policy

In order that our pupils can attain the highest standard (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

### The Purpose of Homework

Homework offers a useful opportunity for children to develop skills independently, at their own pace and level of attainment. We also believe that having a consistent approach to homework and providing a channel for communication, we can strengthen the home-school relationship for the benefit of the children. At Buildwas Academy, we believe that regular well planned homework can:

- Provide an opportunity for parents to share in children's learning and to promote the partnership between home and school.
- Allow pupils to consolidate and reinforce skills and understanding - particularly in English and mathematics, so that pupils make maximum progress both academically and socially.
- Develop greater confidence and good work habits for independent learning, in preparation for secondary education.
- Develop an enjoyment for lifelong-learning and encourage skills and attitudes which help children improve their educational performance
- Offer access to resources not found in school (e.g. public libraries, local museums etc.)

### What is Homework?

Homework should not be a chore, but children should see it as an extension of their schoolwork. Research shows that where purposeful homework is provided and there is a positive and active partnership between home and school, pupils' attainment is improved.

There may be occasions when some tasks are more challenging or difficult than usual as homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. We see

homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- Reading with a parent
- A family visit to a local museum
- Finishing off work from the class
- Undertaking individual research for a project at the local library
- Learning number facts ( tables )
- Literacy activities both written and verbal
- Being an active member of a sports club or youth organisation
- Going swimming

It can be seen from this list that homework can be a two way process. Teachers may ask for tasks to be done at home, but are equally delighted to learn about children's success in other aspects of their lives and will seek to recognise this in school.

### Timetable for Homework

All children should read on a daily basis. In Early Years, Key Stage 1 and Year 3 and 4, parents should record evidence of children's reading in 'reading records' on a daily. In Year 5 and 6, children are encouraged to record their own evidence in reading records. This is further detailed within year group sections below. **In all year groups, homework will be handed out by the class teacher on a Friday and will be collected back in on the following Wednesday allowing time for work to be marked.** Any incomplete homework will be completed during lunchtimes. Children's reading records should also be signed by a parent on a weekly basis.

### Early Years (Pre-School and Reception)

Whilst there is no recommended time allocation for homework, for children in Pre-School and their Reception year, the involvement of parents and carers in joint activities is most valuable in promoting children's learning e.g. phonics games, number games and reading activities.

In Pre-School, children will have a reading book and a book to share and a large red reading record. Children should read on a daily basis where possible. Parents should record comments in children's reading records.

In Reception, evidence of daily reading with parents should be recorded in children's reading records. In addition, children will receive a weekly practical maths task to complete at home. Homework should be recorded in children's red homework books. In addition, children have a blue 'sound' book for recording their practise of daily sounds, which will include high frequency words and tricky words as the year progresses. Parents are encouraged to upload evidence of this onto the school's 'Tapestry' online platform.

## Years 1 and 2

Children should read on a daily basis with parents where possible. Evidence of reading should be recorded in children's reading records. The children will receive weekly spellings and from the spring term onwards, spelling lists will be further reinforced through handwriting homework.

Children will receive weekly maths homework around number facts and later in the year will be more fluid with a focus on consolidating new skills learnt in class. In Year 2, children may also receive homework as revision for end of Key Stage 1 SATS which take place in May. During holidays/half term breaks children may be asked to completed research or preparation for topics. All homework should be recorded in a red homework exercise book.

## Years 3 and 4

Children should read on a daily basis with parents where possible. Evidence of reading should be recorded in children's reading records. Children will receive weekly English homework which will be a grammar or spelling-related task. Spellings will be linked to weekly spelling lists (which will also be given out).

In addition, children will be given weekly maths homework which will be linked to times table facts and key maths skills. This may include activities on the online 'MyMaths' platform. Occasionally, a science activity will be given out instead of English homework, depending on any pre-learning for a particular unit, or consolidation of scientific knowledge/understanding. During holidays/half term breaks children may be asked to completed research or preparation for topics. All homework should be recorded in a red homework exercise book.

## Years 5 and 6

Children should continue to read on a daily basis, with an emphasis on children independently logging what they are reading. Children should record evidence of this in their reading records. Children will receive weekly English homework which will be a grammar or spelling-related task. Spellings will be linked to weekly spelling lists.

In addition, children will be given weekly maths homework which will be linked to maths concepts children are focusing on in class. This may also include activities on the online 'MyMaths' platform. Occasionally, a science activity will be given out instead of English homework depending on any pre-learning for a particular unit, or consolidation of scientific knowledge/understanding. In Year 6, children may also receive additional homework as revision for end of Key Stage 2 SATS which take place in May. During holidays/half term breaks children may be asked to completed research or preparation for topics. All homework should be recorded in a red homework exercise book.

## **Special Educational Needs**

The setting of appropriate homework for children with Special Educational Needs requires close co-ordination between class teachers, co-ordinators and parents. The type of homework may vary in that it will sometimes include targeted areas from the child's Educational Health Care Plan, and at other times, differentiated tasks in common with the other children in the class. The homework should have a very clear focus and time guideline. The purpose of homework outlined at the beginning of this policy, applies equally to pupils with Special Educational Needs.

### **The role of parents and carers in supporting pupils**

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the work. Parents need to discuss with their children the following questions:

- When is it a good time to do any homework?
- Where is the best place for homework to be done? (provide a suitable working environment)
- What helps concentration? (encourage your child to complete homework tasks)
- How long should my homework take me?
- Should I ask for help with my homework, even when it is finishing work started in class?
- Who should I ask for help and how much help should I expect?

The boundary between what many parents see as constructive help and what children view as interference, is indistinct and can vary from day to day. Parents need to show an interest in homework, listen to the child's explanation of what they have to do, and offer support when required, especially during lengthier research tasks.

### **Arrangements for monitoring and evaluating the Homework Policy**

- Each class teacher will monitor Homework Diaries/exercise books and the appropriateness of homework assignments.
- The senior management team will overview this monitoring and give feedback to the Governing Body.

*The key criteria for this review will be the extent to which the policy is contributing to the progress pupils make at school and their attitude to learning.*