

# Wheeler Primary School



## Policy for Homework

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### What is Homework?

Homework is viewed as any activity of an educational or enrichment value that can contribute to learning and well being in addition to the school's normal working day. This can include attendance at extra curricular clubs or a visit to the library etc.

### Rationale

Homework is a very important part of a child's education, and can add much to a Child's development. The government made clear its commitment to homework in the 1997 White Paper 'Excellence in Schools', in which homework was described as 'an essential part of good education'. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers.

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 also recognise that not all children have the same access to resources, space, time and support thus homework should be viewed as desirable and complimentary to the main learning that takes place during the school day. No child should be penalised as a result of circumstance.

### The Purpose of Homework

Through homework we aim to:

- Develop an effective partnership between school and parents in developing a culture of life long learning and enjoyment

- Provide opportunities for parents and pupils to work together to enjoy learning experiences;
- Ensure consistency of approach throughout the whole-school;
- Ensure progression towards independence and individual responsibility and prepare Y6 pupils for secondary transfer;
- Consolidate and reinforce skills and understanding, particularly in relation to basic skills
- Extend and support the learning experience in an engaging way.

**Homework makes the greatest contribution to learning when:**

- It is part of the overall learning and assessment strategy;
- Tasks are carefully planned and structured to support progression in learning;
- There is consistent practice in setting, managing and marking homework;
- There is a regular programme so everyone knows what to expect;
- Pupils and parents are clear about what to do and parents have access to support systems that allow them to help their children (workshops, advice, blogs etc)
- Parents are treated as partners in their children's learning;
- Pupils receive prompt, clear feedback on their work;

**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.

If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher.

The school will endeavour to ensure that tasks are easy to understand accessible to the child's ability and need. They will provide any materials needed to complete the task set within reason.

Children are encouraged to complete the optional Home Learning Challenges and this is recognised by the class teacher. Children will not be penalised for not completing homework - however, the class teacher may contact the child's parents regarding reading and spellings, if they feel it would be of benefit to the child.

### Type and Amount of Homework

Homework should focus on basic skills. Homework does not just mean formal exercises carried out independently. For younger children, it is the involvement of parents in joint brief activities which is most valuable in promoting children's learning. Homework will mainly consist of Reading, Spellings and Home Learning Challenges. We would aim that every child takes part in at least one extra curricular activity (school based or outside school) per week. On occasions the school may set group or themed challenges which support a particular event.

### Regular Reader Award and Expectations

It is essential that **every child** in school is given every opportunity to engage and enjoy books. Being a confident and fluent reader is at the heart of the primary curriculum and thus is the main emphasis for home work. It is expected that every child reads at home no less than 3 X a week and this is recorded in their home/school diaries (key stage 2 children may record this themselves).

Children will be rewarded with a sticker 'Regular Reader; if they read 3 x a week at home. If they complete a terms worth a Regular Reader Awards they will receive a certificate and a book.

### Time Allocation:

Will be dependant upon the age and ability of the child and will be no longer than:

#### Foundation Stage/Key Stage 1

15 minutes per day (unless agreed with parents as part of an intervention).

#### Key Stage 2

Equivalent to no longer than 30 minutes daily (unless agreed or requested by parents as part of an intervention).

### Foundation Stage

In Foundation 1 children are given a weekly homework activity sheet, linked to that week's theme and sent home in the child's Learning Journey. This sheet also gives parents information about what the children have been doing in school that week and links to our EYFS curriculum. There is always a 'speaking / talking' section of homework and the main activity is alternated between Literacy and Numeracy, Homework is brought back each Monday and displayed on our homework wall where the children and the parents can see it. Extra Home Learning Challenges are given each half term and there is a half termly grid sent to parents detailing each theme of work and giving ideas to support learning at home.

In Foundation 2 children are given a weekly homework activity task based alternately on Literacy and Numeracy. This homework is returned each Monday and displayed on the homework wall for children and parents to see. A half Termly newsletter is sent out so that parents are aware of work that their child will be covering. Book bags go home every night and parents are encouraged to hear their child read, recording this on the child's individual reading record. There are also tricky words, letter sounds and number cards in each child's bag for parents to use and support learning.

### Special Education Needs

Some children may benefit from separate tasks set for other children in the class. But, it is important that they do as much in common with other children as possible. The purpose of homework applies equally to SEN pupils. Homework should not be seen as a means of attempting to get these pupils to catch up with the rest of the class.

### Planning and Co-ordination

The class teacher is responsible, liaising with year group staff, for ensuring that the demands of homework are manageable for pupils and parents on a day to day basis. A regular pattern should be developed for homework and staff should give an adequate amount of time for tasks to be completed and returned.

### Class Teachers will :

- Set regular homework tasks via the Learning Log (Home School Challenges)
- Ensure reading books are changed regularly and appropriate to the child's needs
- Set Spelling lists
- Provide optional and additional activities which can be completed at home if requested by the child or parent.
- Ensure relevant resources and information are sent home with any task
- Ensure homework is marked/commented upon. **Homework logs returned on a MONDAY will be marked and returned the following day.**
- Ensure parents are informed via feedback where a child needs additional support with a particular home challenge

## Rewards and Marking

Feedback and acknowledgement of work at home is essential in both motivating pupils as well as providing an additional insight into pupils progress. Homework Logs will be marked weekly if returned into school on a Monday by the child. House points may be awarded for the completion of Home challenges. Regular reader stickers will be given out weekly.

## Review and Evaluation

This policy will be monitored and evaluated regularly by staff and updated annually to include recent changes in the light of feedback from parents, pupils and teachers.

## Summary

<b>Foundation Stage</b>	F1 - weekly challenge  F2-Book sharing/reading (at least 3X a week) + Weekly Literacy or Maths challenge
<b>Key Stage 1</b>	10 minutes reading (at least 3X a week) Spelling list daily (no more than 5 minutes) Half-termly learning challenges (these are optional)
<b>Key Stage 2</b>	15 minutes reading (at least 3X a week) Spelling list daily (no more than 5 minutes) Half-termly learning challenges (these are optional) Additional activities at the parent/child request particularly in relation to SATS.

Written Feb 18 (staff collaboration)

Person Responsible : Mrs C Mudd

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