

## Homework Policy

### 1 Introduction

- 1.1 Homework is anything that 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 to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

### 2 Rationale for homework

- 2.1 Homework is a very important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

- 2.2 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. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

### 3 Aims and objectives

- 3.1 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 a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

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### **4 Types of homework**

- 4.1** We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. Children are given special words to practice plus activities which will support their learning in maths and other subjects. At Key Stage 2 we give children a wider variety of work to do at home but we expect them to do more tasks independently. Over a week these tasks may consist of reading, spelling, tables, literacy and Numeracy activities. Sometimes we ask children to talk about a topic at home prior to studying it in school, for example to gain knowledge by questioning grandparents regarding events or items from the past and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons, and/or research a topic using the internet. Reading books should be read all or in part to an adult, depending on the child's age and reading ability. The reading record should then be signed by an adult

### **5 Amount of homework**

- 5.1** We increase the amount of homework that we give the children as they move through the school. We expect Key Stage 1 children to spend approximately one hour a week doing homework including reading with a parent. We expect children in years 3 and 4 to spend approximately 15–20 minutes per night on homework and children in years 5 and 6 to spend approximately 30 minutes per night, though this may vary from class to class.

### **6 Pupils with special educational needs**

- 6.1** 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. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Instructions are provided in a format that will meet the needs of the individual child and homework is differentiated accordingly. Where a child with dyslexia or any other learning difficulty is unable to copy down a task this will be done for him/her by an adult or given on a separate sheet.

### **7 The role of parents**

- 7.1** Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home and by discussing the work that their child is doing.
- 7.2** Parents are given a curriculum web each term outlining the topics to be taught and teachers are available to offer advice regarding the homework they expect their class to complete. If parents have any problems or questions about homework they should speak to the child's class teacher

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### **8 Monitoring and review**

- 8.1** It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues