

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 or of their own accord. Homework encompasses a whole variety of activities 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. 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 example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent and responsible learners.

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 maximise progress in their academic and social development;
- To help pupils develop the skills of an independent and responsible learner;
- To promote cooperation between home and school in supporting each child's learning;
- To consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- To help children develop good work habits for the future.

Amount and type of work

The main focus of homework in Archibald Primary School will be primarily literacy and numeracy. Science and topic work may be added when deemed appropriate.

Homework is not just formal exercise. Children may need support from adults. Parental involvement is encouraged at a support level with the aim at developing independent and responsible learners as the children progress on their learning journey from foundation stage to Year 6.

In addition to daily reading, children are expected to complete weekly literacy and numeracy homework. Rewards will be given to those children who regularly return homework (e.g. stickers, stampers, golden time, certificates and good work assembly where teachers share the rewards and talk about the reasons with the relevant audience).

The guided weekly amount of work will be as follows:

Nursery / Reception will have approximately 5-10 minutes of ongoing daily practice to be shared and discussed at triangulation meetings (this may be practical or spoken activities)

Year 1/2 will have approximately 1 hour of weekly literacy and/or numeracy homework

Year 3/4 will have approximately 1 hour 30 minutes of weekly literacy and/or numeracy homework

Year 5/6 will have approximately 2 hours of weekly literacy and/or numeracy homework.

Homework may contain ongoing activities such as learning timetables or spellings and reading or may be specified tasks. The exact content and amount of homework will be at the teacher's discretion.

ICT

The use of ICT is a fantastic support to homework and can be used with parental permission to further extend children's learning. As part of their homework, children may occasionally be given tasks and activities to access on the e-learning platform www.mgrid.itslearning.org.uk which can be accessed securely using the child's personal username and password. For advice and guidance on keeping children safe online, please visit www.thinkyouknow.co.uk or www.ceop.police.uk.

Reading

Daily reading at home is key to successful learning. It has been proven that children who read for pleasure are more likely to achieve academically. Every child should be encouraged to read at home. Reading at home can be independent, to an adult, to a friend or sibling or the child being read to. It can be reading for challenge or reading for pleasure and can be a large variety of texts including books, comics, newspapers or magazines.

Fluent readers should also read on their own for 10 -20 minutes daily. This should be in addition to homework. All children are provided with book bags and these should be brought to school daily.

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' provision maps.

We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

Pupils are given tasks appropriate to their needs and are encouraged to pursue their own independent learning. This will be promoted and celebrated through phase team and good work assemblies.

To further support families working together, we hold an annual Homework Family Challenge. In the challenge, children are encouraged to take part in up to twenty activities with their family over the course of an academic term. With each challenge a family completes, points are awarded and top scoring families can win prizes.

Marking

Marking should not be onerous on the teacher so year groups will organise their own systems. Suggestions are outlined below;

- Involve TA’s in organisation/markings of homework.
- Children mark each others work where appropriate
- Work transferred to schoolbooks e.g. Re- draft of a story.
- Verbal feedback for children to share findings.

Teachers need to, keep a log of homework returns and be aware of the standards of homework and any concerns written by parents.

Monitoring

The efficiency and effectiveness of this policy will be monitored in Senior Management /Team meetings when it will be discussed if the policy is being successfully implemented.

Review

The policy should be reviewed regularly. The key criteria in this review should be – to what extent is homework contributing to the progress pupils make at school and their attitude to learning.

Date for review September 2014

Homework Guidelines

| Teachers role | Parent / carer role | Child’s role |
|---|---|--|
| <ul style="list-style-type: none"> • Homework tasks must have a clear connection to classroom learning • Tasks / work should match the ability of the child • Homework should be explained fully • Homework can take varying forms e.g. research, discussions with older generations, different cultures and experiences, Internet research and activities and practical games. | <ul style="list-style-type: none"> • Provide a reasonably peaceful and suitable place for their child to do their homework with appropriate support • Make it clear to their children that they, as parents value homework, and will support the school in explaining how it can help their children’s learning • Encourage and praise their children when they complete work • Respond where they can to any training opportunities offered by school and seek support from the school PSA if required • Ensure that their children do their own homework and that it is not done by other adults or older children • Recognise that practical tasks are as important as written activities • Encourage children to ask if they do not understand the task. | <ul style="list-style-type: none"> • Take on the responsibility for doing their own homework. • Realise that practical tasks are as important as written activities. • Take home the correct instructions and equipment in order to complete the homework. Make sure they understand what they are to do. • Hand homework in on time • Ask for help if they do not understand the task. |