

Days Lane Primary School



Homework Policy

Homework Policy

Introduction

The school policy for homework was developed and agreed by the whole staff and has the full agreement of the Governing Body.

Aims

A central aim of our school is to develop a working partnership between home and school. We value the part played by parents/carers in supporting, reinforcing and extending the work being undertaken at school – all such activities being ‘homework’.

- Ensure that parents/carers are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help to continue to raise standards of attainment and enjoyment of learning.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents/carers, children and the school to work together in partnership in relation to children’s learning.
- Encourage pupils and parents/carers to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for the individual pupil.
- To practise or consolidate basic skills and knowledge, especially in Maths and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare pupils for the requirements of secondary school.

The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when looking at and setting homework there are a number of points to consider:

- The nature and type of homework changes throughout a pupils school career.
- Amount and frequency of homework should increase as a pupil gets older.
- Homework should not cause undue stress on the pupil, family or the teacher.
- It will not necessarily come in the form of a written task.
- Homework should be set regularly and consistently from the Foundation Stage to Year 6.

Racial Equality and Equal Opportunities

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, and ethnicity, social, cultural or religious background. We plan work that is differentiated for the performance of all groups and

individuals. Days Lane School is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential.

Special Educational Needs

Setting the right type of homework for children with special educational needs will be carefully considered. Some children may benefit from special tasks separate from the homework set for other children in the class. It is however important that they should do as much in common with other children as possible. Setting appropriate homework that does not demand too much or too little of children and their parents/carers needs close coordination between class teachers, special needs co-ordinators and parents/carers. Tasks should

- have a very clear focus and time-guideline
- give plenty of opportunity for pupils to succeed
- help develop social as well as other skills where necessary
- be varied and not purely written assignments
- be manageable for teachers

NB The purpose of homework outlined at the beginning of the policy should equally apply to children with special educational needs. Homework should not be seen as the way of attempting to get these pupils to catch up with the rest of the class.

Home/School Communication Books

Children in Reception and Years 1 and 2 are provided with a 'Contact Book' in which parents/carers can communicate any comments regarding home tasks such as spelling. Children in Years 3 to 6 are provided with a 'Homework Diary' in which children record and weekly homework tasks and invites parents/carers to sign and comment on homework completed. These books should be looked after carefully and respected like all other school books.

Role of the Class Teacher

- To set regular homework in an easily followed routine.
- To be responsible for ensuring that the demands of homework are manageable for pupils and parents/carers on a day to day basis.
- To ensure that the homework is clearly communicated to the child with a clear time frame.
- To ensure that children are provided with any other resources that they may need to complete the tasks.
- To provide an explanation of homework tasks to parents/carers when necessary and give guidance of how they might assist their child.
- To ensure that homework is set consistently across classes.
- To set homework that takes equal opportunities into account.

- To ensure that homework is purposeful and links directly to the taught curriculum.
- To regularly mark homework and give feedback to pupils.
- To praise children who regularly complete homework tasks.
- To provide open communication with parents/carers to solve difficulties or share successes.

If the homework is ICT-based, the class teacher must either provide opportunities in school for children who do not have access to a computer/Internet at home to do so, or differentiate the activity accordingly.

Role of Parents/Carers

- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework, creating a positive environment.
- To become actively involved and support their child with homework activities, including helping children develop time management skills when longer projects are set.
- To make it clear that they value homework and they support the school by explaining how it can help learning.
- To communicate relevant information to the class teacher as necessary.
- Check and sign the 'Homework Diary' (KS2) each week or provide feedback as necessary in the 'Contact Book' (KS1).

At Days Lane we are keen for parents/carers to support and help their children with homework. We take the view that children are more likely to get more out of an activity if parents/carers get involved, however parents/carers should refrain from completing activities for their child as this provides a distorted view to the teacher about how well a child has managed a task. **Role of Pupils**

- In Years 3 to 6 – accurately record homework tasks in their 'Homework Diary'.
- Remember to take home and return all necessary items to complete the homework, including the Homework Diary for parents/carers to check and provide feedback.
- To pick up a copy of any homework issued when returning from any period of absence/sickness.
- Complete tasks to the best of their ability.
- Ask a Parent/Carer to sign the Homework Diary upon completion of the tasks.

Role of the Head Teacher & Governing Body

- To monitor compliance of the Policy.
- To meet and talk with parents/carers when appropriate.

- To discuss with staff how far the policy is being successfully implemented.

Recommended Time Allocation

At Days Lane School, we believe that homework is a vital means of helping to raise pupil achievement and requires a commitment by teachers, pupils and parents/carers. Teachers at the school are required to set homework under this policy.

There is no legal requirement for schools to provide a set amount of homework or for primary children to undertake formal homework. However the following are government recommendations as appropriate time allocations for homework activities:

Age 4+ - 1 hour per week

Years 1 and 2 – 1 hour per week

Years 3 and 4 – 1.5 hours per week

Years 5 and 6 – 2.5 hours per week

Homework Tasks

Nursery	Approximately 1 hour per week	Tasks may include: reading, counting, reciting nursery rhymes, identification of shapes in the environment, letter/sound of the week, fastening and unfastening buttons and zips.
Year R	Approximately 1 hour per week	<p>Monday and Friday -Reading books go home to be supported by an adult.</p> <p>Thursday - Homework goes out to be returned on Monday - this will include phonics, number, shape and measure and occasionally topic work. Parent contributions will go out each half term.</p>

Year 1	Approximately 1 hour per week	<p>Monday – Spellings during the Summer term to be learnt for Friday.</p> <p>Thursday – Two reading books issued to be returned the following Thursday.</p> <p>Thursday - this is usually Maths related to be completed by the following Thursday. Topic work may be sent home at the start of a new CLJ topic</p> <p>Once a week – Handwriting at home books.</p> <p>Reading supported by an adult – 10 minutes a night for at least 4 nights.</p>
Year 2	Approximately 1 hour per week	<p>Friday - Spellings to be learnt and tested the following Friday. Times tables introduced in the Summer Term.</p> <p>Friday – Two reading books issued to be returned the following Thursday.</p> <p>Thursday - this is usually Maths/Literacy related to be completed by the following Thursday. Topic work may be sent home at the start of a new CLJ (Creative Learning Journey) topic.</p> <p>Reading supported by an adult – 10 minutes a night for at least 4 nights</p>

Year 3	Approximately 1.5 hours per week	<p>Friday - Spellings and tables to be learnt and tested on the following Friday.</p> <p>Friday – alternates between Literacy and numeracy to be completed for the following Thursday. Occasionally may be a subject other than literacy or numeracy.</p> <p>Reading to be supported by an adult - 15 minutes a night for at least 3 nights a week.</p> <p>Reading Diary entry – to be completed using the AFL (Assessment for Learning) bookmarks.</p>
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Year 4	Approximately 1.5 hours per week	<p>Friday – Spellings and times tables to be learnt and tested for Friday.</p> <p>Friday – alternates between Literacy and Maths and occasionally a foundation subject. To be completed for the following Friday.</p> <p>Reading supported by an adult approximately 15 minutes a night for at least 3 nights.</p> <p>Reading Diary entry – to be completed using the AF bookmarks and given in each Wednesday.</p>
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Year 5	Approximately 2.5 hours per week	<p>Tuesday – Spellings and times tables to be learnt and tested for Wednesday.</p> <p>Tuesday – alternates between Literacy and Maths and occasionally a foundation subject. To be completed for the following Tuesday.</p> <p>Reading supported by an adult approximately 20 minutes a night for at least 4 nights.</p> <p>Reading Diary entry – to be completed using the AF bookmarks.</p> <p>Occasional topic project work.</p>
Year 6	Approximately 2.5 hours per week	<p>Tuesday – Spellings to be learnt and tested for Tuesday.</p> <p>Tuesday – alternates between Literacy and Maths and occasionally a foundation subject. To be completed for the following Tuesday.</p> <p>Wednesday – Weekly comprehension task due in the following Wednesday.</p> <p>Friday – Times tables to be learnt and tested for Friday</p> <p>Reading supported by an adult approximately 20 minutes a night for at least 4 nights.</p> <p>Reading Diary entry – to be completed using the AF bookmarks.</p> <p>Occasional topic project work.</p>

Normally more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spellings and times tables.

Reading is recommended for **all** children on a daily basis. This may be done as part of homework. On days when the homework activity is something other than reading children should be encouraged, in addition to read - on their own or with others - for at least 10 minutes for infants and at least 20 minutes for juniors.

The recommended time allocations give guidelines for time to be spent in each year group. Actual time taken will vary for each child. Teachers and parents/carers should consider the child's ability; less able children may concentrate for shorter periods.

Teachers and parents/carers recognise that children must have time for other activities after school, such as music lessons, clubs and should have some time which is undirected for free play and pursuing their own hobbies and interests. Homework should never be onerous nor should it ever create stress within the pupil's family. If parents/carers have any concerns they should make an appointment to discuss this in the first instance with their child's class teacher or year group leader.

Incentives / Sanctions

Teachers should encourage all children to want to complete homework by creating a culture in their classrooms where homework is valued and celebrated.

The school believes that homework enhances learning and will encourage children to carry out homework. If for any reason homework cannot be completed on time, teachers appreciate a short note in the Homework Diary to explain this. If children fail to complete homework on a regular basis, then parents/carers will be informed.

Teachers will keep a record of homework that is not completed which can be shared with parents/carers. Where homework is persistently not completed, teachers should support parents/carers in understanding the value of homework.

General

- If a child is absent due to illness we will not send homework home. We would assume that the child is too unwell to complete work.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and parent/carer will agree what sort of homework can be completed and how it will be marked.
- It is not possible to give homework if parents/carers take holidays in term time as these constitute an unauthorised absence.
- Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher or the teacher who has set the homework.
- Homework should always be marked in order to acknowledge the effort put into it. This will help give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving children feedback on how well they have met the objectives of the work. Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individuals, or to groups of children.

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