A large, light gray silhouette of a wizard wearing a pointed hat and a long robe. The wizard is holding a wand with a five-pointed star at the top in their right hand and has their left hand extended outwards.

Whoberley Hall Community Primary School

Homework Policy

Introduction

In line with Government requirements, our staff and governors have produced this policy which covers the school from Foundation to Year 6. In many cases, it will simply reflect that which parents / carers already complete at home with their child / children e.g. a parent who spends time reading a story to their child before bedtime is helping with homework. We do hope that the policy will clarify the expectations placed upon all the partners and will enhance the supportive role of parents / carers in a child's learning.

Rationale

Homework is an important part of a child's education and can add much to a child's development. The government make clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. 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.

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.

Aims and Objectives

- 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 and sharing each child's learning experiences and opportunities
- To enable different aspects of the curriculum to be covered in sufficient depth
- To encourage 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 to develop good work habits for the future



We expect homework to be

- Completed by the child with only guidance by the parent/carer when needed
- Produced neatly and to the standard expected in school
- Completed in pencil for KS1 and KS2. If a child has been given a pen by their teacher to use in class then **only** these children can complete homework in pen.
- Handed in, in well kept homework books and/or folders
- **Handed in on time**

Homework will be planned for and given out during lesson time or during time set aside especially for homework. All homework will be clearly explained when it is given out and children will have the opportunity to ask any questions they need to at this time. Homework will be closely linked to the learning taking place in class at that time. If children, after the explanation has been given, are still un-sure of how to complete the homework they should be encouraged to ask the teacher to re-explain **well before** the homework deadline.

Types of Homework

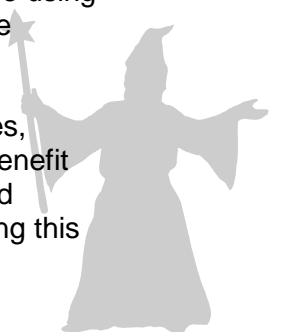
We set a variety of homework activities across the school.

Foundation Stage

Formal homework is not set for the youngest children in our school but parents are informed of the topics taking place in the Foundation Unit. We would encourage the parents of the Foundation children to discuss their child's day in the unit with them and ask them questions about what they have been doing. Parents may wish to help their child find out more things about the current topic by visiting libraries, museums, farms, and others relevant places of interest linked to the learning being covered. Reading stories from school and at home is vital in developing young children's speaking, listening and early Literacy skills so we would encourage daily reading and discussion around books - both fiction and non-fiction, to take place for about 15-20 minutes each day. Children should also be encouraged to practice their reading, early writing and number skills as they go about their everyday activities with their families e.g. what number can you see on the bus, how many spoonfuls of flour to make the cake. Staff may also send words and letter sounds home for additional practice if this is felt to be beneficial to certain children. Additional advice is available by speaking to the Foundation Staff.

Reading

We encourage all children in Key Stage 1 and Key Stage 2 to read daily at home. We encourage the younger children to read by giving them books and words to take home to read with their parents. We give guidance information, through the home reading diary, to parents to help them achieve the maximum benefit from this time spent reading with their child. Older children should also read regularly at home using a school book or reading material of their own choice. Home reading should be recorded in the Home Reading Diary. Reading, however, is not just about the material sent home from school. Reading is all around and children should be encouraged to read a range of materials e.g. newspapers, football programmes, comics, signposts etc. Adults provide an excellent role model and children benefit from seeing adults read and from adults sharing reading with them. Fluent and confident reading is the key which unlocks all learning and it is worth developing this



skill throughout the whole primary years. Sustained reading for at least 15 minutes is a target for the end of Year 6.

Spellings

Spellings are given weekly in every year group – see termly Key Learning Booklet for Homework timetable. Children in Key Stage 1 should have 5 words to learn and children in Key Stage 2 should be given up to 10 spellings depending on their ability. We actively promote the 'Look, Cover, Write' approach to learning spellings but children can also use the SOS and Magic spelling approaches if they find these useful – See English Policy for more details. Children should be encouraged to practice putting each spelling into a sentence as this is the way they will be assessed in class and it helps them make the connection with using their spelling skills in their own writing.

Literacy

Children in Key Stage 1 and 2 will have one piece of Literacy work each week alongside reading and spelling work. This will support the classroom learning and may include comprehension work, written work or handwriting practice. Children should complete the work in the time given – see Homework timetable in termly Key Learning Booklet.

Mathematics

Children in Key Stage 1 and 2 will have one piece of Maths work each week. This will support the classroom learning and may include calculation work, practical maths activities linked to topic e.g. shape, measures, or be mental work such as reciting number bonds and multiplication tables. Children should complete the work in the time given – see Homework timetable in termly Key Learning Booklet.

Cross-Curricular Topic Work.

At least once a term, children may also be requested to complete some topic work by researching different aspects using books, the internet and CD ROMs. See the termly Key Learning Booklets for each phase for further details and advice on additional home learning and research opportunities to support the learning taking place in school.

Occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it.

In Years 4, 5 and 6 children may be given tighter deadlines for handing in their homework and may be asked to hand in some homework after just one night. This is to prepare them for their transfer to Secondary Education when homework deadlines can become a lot tighter.

Amount of Homework

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 1 hour per week doing homework, which may also include 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. This is in line with DFES guidelines that were issued in 1998.

Homework diaries will be issued in Year 5 and 6 classes and children will be encouraged to fill in the homework given and date it needs to be returned.



Sanctions if homework is not completed or handed in on time

It is expected that children will complete the homework set by staff and hand it in on time and to a good standard. If homework is missed then the following procedures will take place

- Every child will be given an additional day's grace to hand it in
- Children will miss some Golden Time to complete missed homework
- If homework is missed for two consecutive weeks parents will be contacted and an appointment with staff will be offered to discuss any issues.

If children are absent when the homework is set or handed in then they will be recorded as absent. Staff will encourage them to catch-up the homework but the sanctions will not be enforced.

Parents are advised to contact their child's class teacher if there are exceptional circumstances which lead to a child being unable to complete homework. In these circumstances staff will try and provide time in school for the child to complete their work

Rewards

Children who complete 100 % of their homework at the end of each term will be rewarded with a Non- Uniform Day

Marking of Homework

It is expected that all homework handed in by the child will be valued and marked. Homework will be placed in a file which will form a valuable contribution to the child's work in school. It will be made available for parents to view at Parent's evenings.

The marking of homework may take a variety of forms

- Self-marked by the child using the pink/green school marking policy
- Peer marked by another child using the pink/green marking policy
- Marked by a member of staff

Work marked by children will be initialled by a member of staff to indicate it has been checked.

Pupils with Special Educational Needs

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 a special need, we endeavour to adapt any task set so that all children can contribute in a positive way.

The Role of Parents

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 would encourage parents to check that their child's homework has been completed to a good standard and to encourage their child to ensure it is handed in on time. 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, by enabling their child to visit the library regularly and by discussing and questioning them about the work that their child is doing. Parents should also provide the basic equipment e.g. pencil, pen, rubber, ruler, dictionary, calculator, protractor (KS2).

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. Finally if they wish to make a complaint about the school's homework policy or the way it is implemented, parents should contact the Headteacher.

As part of that commitment to the home-school partnership, the school will send home at the beginning of each term a Key Learning Booklet, including a current class timetable, a vocabulary list, areas for possible research, a copy of topics being covered and a homework timetable.

This will allow you at home to:

- Know what is being taught and when in core subjects and topic work
- Have the opportunity to talk in detail to your children about the day's lessons
- Help your children prepare for particular cross curricular topics in Science, History and Geography either by talking, using the Internet or looking in books.

All our teaching staff are exceptionally hard working. The preparation, setting and marking of homework is yet another addition to their weekly workload, so please help your child gain maximum benefit from this extra effort.

Monitoring and Review

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. Our governing body may at any time request from the head teacher a report on the way homework is organised in our school.

Policy will be reviewed September 2009

