



Harby C of E Primary School

Homework Policy

Harby C of E Primary School's policy for the provision of homework to all pupils and has been drawn up in accordance with guidance issued by the DfE. The decision of how much and what type of homework to set is determined by the school to meet the needs of its pupils. Homework is designed to be linked and related to the curriculum areas being taught to enrich and develop children's understanding, knowledge and application in a relevant and purposeful way. It is not designed to be an 'add on' activity and it is intended to support teaching and learning in school. Some elements will be more discrete, focussed activities – such as spelling and maths facts - but these too will be linked to current teaching in these areas. Homework is defined as *any work or activity which pupils are asked to do outside lesson time*.

The Purpose of Homework:

The school regards the purpose of homework as being to:

- continue to develop an effective partnership between the school and parents and other carers in pursuing the aims of the school;
- consolidate and reinforce skills and understanding
- use resources for learning, of all kinds, at home
- encourage children to enjoy and embrace learning as an activity that can happen at anytime and anyplace and that it doesn't always have to be about a final answer
- extend school learning;
- encourage pupils to take responsibility for learning, develop confidence and the self discipline needed to study on their own;
- allow children the opportunity to enjoy sharing what they do at school with parents/carers.

The Aims of the Policy:

Through this policy we aim to:

- ensure consistency of approach (appropriate for developmental age);
- ensure progression towards independence and individual responsibility;
- ensure the needs of the individual pupil are taken in to account;
- ensure parents / carers have a clear understanding about expectations from themselves and the pupil;
- improve the quality of learning experience offered to pupils;
- extend and support the learning experience via reinforcement and revision;
- provide opportunities for parents/carers, pupils and the school to work in partnership;
- provide opportunities for parents and pupils to work together to enjoy learning experiences;
- encourage children to develop long term strategies for future needs.

Special Educational Needs and Disabilities

We set homework for all children as part of school life. We set all tasks so that they are appropriate to the ability of the child. If a child has special educational needs, we endeavour to adapt activities so that all children can contribute in a positive way. The school will be sensitive to all children's needs and situations and follow its Inclusion and Equality Statement.

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

The role of the school

The school will ensure:

- homework is appropriate for all;
- that all children can access homework and that opportunities to access the internet are provided at school if this part of the homework and access at home is difficult or not available;
- that reasonable due dates are set;
- that all children are fully aware of what is expected;
- that feedback takes place;
- that the policy is available to view and will respond to feedback from parents;
- that opportunities exist to discuss homework.

The role of parents and carers in supporting pupils with homework activities

The school recognises that parents and carers have a key role to play in supporting pupil's homework. For much of their homework, parents and carers will be encouraged as far as possible to become actively involved in joint homework activities. Parents are encouraged to:

- provide a reasonably peaceful, suitable place in which pupils can do their homework - alone or, more often for younger children, together with an adult - or help pupils attend other places where homework can be done, such as homework clubs or study support centres;
- make it clear to pupils that they value homework and support the school in explaining how it can help their learning;
- encourage pupils and praise them when they have completed homework;
- sign Reading Record Books or homework sheets/books as evidence of supporting their child.

Feedback

The school recognises the importance of providing prompt and accurate feedback to pupils. Feedback will take a variety of forms: marked activities with written comments, peer evaluation, group evaluation, and class discussions and one to one verbal feedback from staff. Children will be encouraged to share the feedback with their parents/carers.

Informing and Communicating with Parents and Carers about the Homework Policy

Parents will be informed about any significant changes to the policy that are being considered by the Governing Body. The policy will be available via the school web site or in hard copy form. The annual parent questionnaire provides opportunity to comment on the homework provision and parents are welcome to discuss homework with class teachers or the head teacher at any other time during the school year.

Children's activities outside school hours

The school does not believe that homework should get in the way of pupil's participation in other enriching activities such as sports, hobbies and visits. As far as practically possible, the school will work with parents and carers to ensure that all pupils have the opportunity to participate in such activities.

Homework Free Weeks

The school reserves the right to, on some occasions, not set homework. This may be when school trips take place; when the school calendar is busy such as during school performances or during Belvoir Challenge week and when staff consider it inappropriate.

Homework Provision 2014 / 2015

Foundation Stage

Reception

Homework is detailed on the weekly 'homework sheet' which is distributed on a Friday. This gives details of the activities which have taken place during the week. It provides information such as phonic work and maths completed with handy tips to help parents reinforce learning at home. Social development is an extremely important aspect of learning and games/activities will be suggested to support this area of development. The sheet is sent home as a paper copy and will be uploaded to the Reception Class Blog for which parents have secure access.

Key Stage 1 and 2

In response to feedback and review of our practice we have introduced homework books across Key Stages 1 and 2. This will give the children a place to keep their homework guidance and instructions and also a place for them to complete homework as appropriate depending on the nature of the work being set. It is hoped that this will help children to take pride and care in their presentation of their homework and raise its value. Having a homework book also allows the opportunity for parents, children and staff to comment and feedback to be shared amongst all. Spellings will not be sent home for weekly learning and testing. Evidence shows that children who can learn spellings for a test do not necessarily use them correctly in their writing. We want children to learn the skill of spelling and embed this within everything they do - not just to achieve in a test situation. Following advice and guidance from Literacy Consultants at recent training discrete spelling sessions will be taught at school and children will be encouraged to investigate spelling patterns and rules. Spelling tests **will** take place at school linked to spelling patterns and rules being taught and this will enable class teachers to see areas of weakness for future focus. These will be words picked at

random rather than given words to enable class teachers to see the application of the spelling pattern/rule. There will be a focus on children identifying and correcting spelling errors in their written work and practising individual words that they find difficult. Periodically, spelling tests linked to high frequency words will take place. Children in all Year Groups will be issued with words as a focus – in Phonic Record Books in Year 1/2 and as a given list in Years 3, 4, 5 and 6. This enables children to practise at home with their parents.

Year 1 and 2

Homework is usually set on Monday to be completed during the week and handed in on the following Monday. The homework sheet is stuck into each child's book and this details the homework activities which are from a range of curriculum areas to support learning in the classroom. *In addition to weekly set homework children are asked to read for 10 minutes each evening and practise their 2, 5 and 10 times tables. Each child has a phonic book that they can use to practise their sound work at home with parents and these include lists of key words for reading and spelling.*

Year 3 and 4

A variety of activities from a range of curriculum areas will be set at the end of the week. This might involve planning, research, art activities, written work or numeracy. *In addition to weekly set homework children are expected to read for 15 minutes each evening. Times table and spelling lists issued are a focus for ongoing practise and learning at home.*

Year 5 and 6

A variety of activities from a range of curriculum areas will be set at the beginning of the week. This might involve planning, research, art activities, written work, discussion and design. Homework is a balance of topic linked activities, spelling research/practice and numeracy. In preparation for secondary education children will be expected to take responsibility for setting out their homework in a clear manner. *In addition to weekly set homework children are expected to read for 15 minutes each evening. Times table and spelling lists issued are a focus for ongoing practise and learning at home.*

Completing Homework

Homework will be given due dates to help children and parents plan when it will be completed. It is important to pick the right time – when your child is not too tired or distracted. If you are focussing on revision of times tables / spelling then little and often is best. Children are welcome to talk to their class teacher about their homework and any difficulties that they may be having. Homework may be completed at lunchtime or at Planet Play to aid busy family lives or support with the use of the internet at school – please speak to your child's class teacher.

Homework Recognition

The school will award 'Star of the Week' awards on a regular basis for those children who have applied themselves consistently well to the homework activities.

Dated Spring 1998

Reviewed Spring 2012

Reviewed by Teaching Staff: December 2014