

Rothersthorpe CE Primary School



Policy on Homework

1 Introduction

- 1.1 Homework is anything 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/carers 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.

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. 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 important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing 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. 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.

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 cooperation 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 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.

4 Types of Homework

4.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. We set a variety of homework activities.

Foundation Stage

- Reading books
- Home learning book – optional activity to complete, linked to current learning
- Key words sent home which are covered in class
- Spelling of key words sent home from the Spring Term

Key Stage One and Two

All pupils are expected to read at least four times a week from an ability level book set by their class teacher. School provides a reading log/diary in which we ask parents or carers to sign and write any relevant comments that may support their child's reading. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child through hand-outs and a yearly reading workshop.

All pupils must learn ability set weekly spellings linked to phonics and The National Curriculum year group spelling lists. Plus weekly times tables/number facts.

Each class also sets additional weekly homework as appropriate to the children's age and ability as detailed below:

Class 2 - Year 1 & 2

- Weekly spelling test
- Times tables test (2x, 5x and 10x)
- Reading 4-5 times per week
- One weekly piece either relating to writing, maths, science or topic based.

Class 3 – Year 3 & 4

- Weekly spellings
- Guided reading homework with questions or activity
- Reading 4-5 times per week
- Weekly times tables and number facts
- Extended piece linked to topic, science work etc to be completed over a holiday

Class 4 - Year 5 & 6

- Weekly spelling test
- Weekly tables or mental maths test
- One piece of English – comprehension or SPAG
- One piece of maths
- Occasional research / project.
- Reading 4-5 times per week for 20 minutes

4.2 When we ask children to study a topic, or to research a particular subject, we encourage them to use the school library, as well as the local library and the internet.

- 4.3 Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time. We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

5 The Amount of Homework

- 5.1 As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week completing homework. 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 the DCSF guidelines that were issued in 1998.
- 5.2 We give all our pupils a homework book where the requested activity is recorded, and in which parents/carers and teachers make any relevant comments.

6 Equal Opportunities & Inclusion

- 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, and we endeavour to adapt any task set so that all children can contribute in a positive way. We value and celebrate the diversity of our pupils and their families, and we appreciate the enrichment that this brings.

7 The Role of Parents and Carers

- 7.1 Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- 7.2 We ask parents and carers to check their child's homework book regularly and to comment or sign as requested by the class teacher.
- 7.3 If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher.

8 The Use of IT

- 8.1 The use of IT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.
- 8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to some sites which will best support the children's learning. Parents or carers are advised always to supervise their child's access to the Internet.
- 8.3 Some of the most important educational software that we use in school can be bought by parents or carers on a home-user licence. This ensures that children are using age-

appropriate software in their work at home. The school will supply interested parents or carers with details.

9 Monitoring and Review

- 9.1 The headteacher is responsible for coordinating and monitoring the implementation of this policy.
- 9.2 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. Parents and carers complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way in which homework is organised in our school.
- 9.3 This policy will be reviewed in three years, or earlier if necessary.

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