

Date: November 2017

Review: November 2018

Primrose Hill School Homework Policy



HOMEWORK POLICY

At Euxton Primrose Hill Primary School we believe that learning at home is an essential part of good educational provision. We believe that through providing a purposeful and organised homework programme we can develop an effective partnership with parents and carers and involve them directly in their children’s education, sharing achievement and progress. We believe that quality homework not only supports learning in the classroom but also helps to develop successful, independent learning skills and fosters a lifelong positive attitude to learning in our children.

AIMS

Through this policy we aim to:

- Ensure consistency of approach throughout our school.
- Enhance and reinforce work and learning at our school.
- Help children develop independent learning strategies.
- Improve the quality and range of learning experiences offered to children.
- Ensure that parents have a clear understanding of what is expected of them and of the children.
- Provide opportunities for parents, children and school to work in partnership.
- Provide opportunities for parents and children to enjoy learning experiences together.
- Prepare children in Year 6 for secondary transfer.

OBJECTIVES

All tasks should:

- Give plenty of opportunities for children to succeed.
- Be enjoyable.
- Be differentiated to match children’s needs.
- Have a clear, shared focus and accompanied with time guidelines.
- Where appropriate, help to develop social as well as academic skills.
- Be manageable for teachers and for parents.
- Not deprive children of their vital playtime and enjoyment of other interests.

HOMEWORK OPPORTUNITIES

FOUNDATION STAGE:

Homework will largely consist of regular reading with parents, sharing books together and listening to others reading. Also sharing activities such as learning number bonds, spelling patterns or simple educational games provide invaluable opportunities for young children to practice key skills thus consolidating and enhancing classroom learning. In the Spring term children will be given a writing book which should be completed weekly.

KEY STAGE 1:

Homework will involve a more formal nature with a library book, the learning of spelling patterns and tables and various work related tasks that consolidate learning in the classroom. Regular reading to, and with, children remains a very important aspect of homework at this stage.

KEY STAGE 2:

Regular home reading remains vital and should be a daily activity for all children throughout Key Stage 2. In addition, a variety of English and Maths activities relating to lessons in class will be given. Homework will also include the learning of spellings, practicing correct punctuation, number activities and tasks.

As children progress through Key Stage 2 tasks should increase gradually in demand and include longer assignments to be completed over a number of weeks and across a range of subjects. To help children develop independent, organisational skills a homework diary will be used in Key Stage Two and pupils are encouraged to use these as much as possible.

(SEE APPENDIX 1 FOR A LIST OF HOMEWORK TASKS PER YEAR GROUP.)

SPECIAL EDUCATIONAL NEEDS

Children who are on the SEN register or receiving extra support (e.g. 1 to 1 tuition) will have particular tasks set to do at home. These may be specific to a certain night, but are likely to consist of work related activities based on that day's session. Children's IEPs are shared with the children themselves and they receive differentiated work accordingly. The intention will be that a little work is done **every night** rather than long periods of study done at infrequent intervals.

THE ROLE OF PARENTS AND CARERS

The Government advises that parents and carers should be encouraged to:

- Provide a reasonably peaceful, suitable place where children can do their homework or help children attend other places where homework can be done, such as a library or a homework club.
- Support school in valuing homework by relaying positive messages to children.
- Encourage and praise children when they have completed their homework.
- Encourage parents to communicate positively and politely with any concerns or worries regarding their children's homework.
- Become actively involved in supporting and encouraging their children in shared homework activities.
- Provide quality time to support their children in homework activities.
- Encourage children to develop higher levels of independence in order to hand homework in promptly.

THE ROLE OF THE CLASS TEACHER

At Euxton Primrose Hill class teachers should:

- Set purposeful and appropriate homework tasks, following school policy.
- Inform parents at the start of each school year of the homework programme.
- Ensure that homework is manageable for the children.
- Value and mark homework appropriately, providing clear and supportive feedback to encourage further development.
- Monitor the completion and quality of homework returned, informing parents of any concerns that may arise.
- Teachers may reward children for work that is consistently completed and promptly handed in.

QUALITY

Children are expected to produce work to the same quality at home as they would at school. At Key Stage 1 work should be completed in **pencil** unless otherwise stated. At Key Stage 2 work should be completed in **pencil unless otherwise specified**. Work may be word processed by any age if appropriate. Felt pens and multicoloured biro's should **not** be used.

FAILING TO DO HOMEWORK

It is expected that all children will do the homework set. If a child fails to do their homework (excluding reasons given below) they may (will in Years 4,5 and 6) be requested to complete it in school breaks. Parents will be informed if this is a regular problem.

Parents who do not wish their child to do any homework will be acknowledged. However, they will be asked to discuss this with the Head Teacher, the implications of this on the child's progress in relation to that of his or her peers.

CRISES/FAMILY COMMITMENTS

If a child has not been able to do their homework because of a family crisis or commitment, a brief note or explanation from a parent would be appreciated.

Similarly if a child has not been able to do homework because they did not understand the task, a note from a parent will be accepted.

In addition, it is acceptable for tasks not to be completed if a child has worked for the expected time. Again any communication from parents would be appreciated.

PARENTS AND CARERS WHO HAVE PARTICULAR DIFFICULTIES

At Euxton Primrose Hill we recognise that not all parents, through a variety of reasons, are able to support their children in homework activities. School will support sensitively and with understanding families in this position. School will attempt to provide accommodation and supervision for these children to do their homework across lunch times.

HOMEWORK, HOLIDAYS AND SICKNESS

At Euxton Primrose Hill we **discourage** parents from taking children out of school for holidays. Homework will not be set for these children to take with them, with the exception of providing extra reading materials. In addition the class work missed will not be set as extra homework. However, it is hoped that through the cyclical nature of our long term plans, children will have opportunities to recover lost ground.

TEMPORARY SICKNESS

Children who are sick will not receive homework. However, if after a number of days, a child is recovering but not able to return to school, at the request of the parent and with the agreement of the class teacher, homework may be sent.

LONG TERM SICKNESS

At Euxton Primrose Hill Primary School, every effort will be made to support children and their families in this position. Priority will be given to maintaining positive and meaningful education in English and Mathematics. If necessary, arrangements for home tuition will be made.

REVIEW AND EVALUATION

The quality of homework tasks set and their relevance in supporting and enhancing learning will be monitored and evaluated termly by the Senior Management Team, together with the appropriate curriculum co-ordinator.

The Homework Policy will be evaluated in accordance with the policy review cycle.

APPENDIX 1 HOME WORK GUIDANCE

YEAR GROUP	READING	LITERACY	NUMERACY	OTHER
R	Sharing a book with an adult for approximately 10 minutes per night.	Letter/phonics games and fun activities to support reading/writing. Writing activity (approx. 10 mins)	Games and fun activities to develop awareness of number. (approx. 10 mins)	Research to support topic work. E.g. Collecting objects for science (As and when appropriate)
1	Reading to an adult for approximately 10 minutes per night.	Spellings to learn appropriate to their needs. (approx. 10 mins)	Number facts to learn appropriate to the ability and needs of the child. (approx. 15 mins.) More formal tasks in summer term.	Research to support topic work. e.g. collecting objects for science (As and when appropriate.)
2	Reading to an adult for approximately 10 to 15 minutes per night.	Spellings/sentence work appropriate to their needs. (approx. 10 to 15 mins)	Numeracy activity. (approx. 15 mins)	Research to support topic work. E.g. Finding out what life was like when Grandma was a little girl. (As and when appropriate)
3	Reading to an adult 3 x per week. (approx. 15 mins each time)	Spellings to learn appropriate to their needs. Weekly writing activity.	Tables to learn. Weekly numeracy activity. (approx. 15-20 mins)	Research to support topic work. E.g. Finding out where different foods come from. (As and when appropriate)
4	Reading to an adult 3 x per week. (approx. 15 mins each time)	Weekly spellings to learn appropriate to their needs. Weekly writing activity. Guided Reading.	Mental Maths activity Weekly numeracy activity. (approx. 15-20 mins)	Topic per term to support / extend learning in foundation subjects.
5	Reading independently 3 x per week. (approx. 20 mins each time)	Weekly writing activity. Spellings Guided Reading.	Numeracy activity. (Minimum 30 mins per week)	Extended activity per term to support / extend learning in foundation subjects as appropriate.
6	Reading independently 3 x per week. (approx. 20 mins each time)	Weekly writing activity. Spellings Guided Reading.	Numeracy activity. (Minimum 30 mins per week)	Extended activity per term to support / extend learning in foundation subjects. Weekly revision activities from Spring term.