

HOMEWORK POLICY.

Other related policies: Teaching and Learning
 Inclusion
 Assessment
 Curriculum

1. INTRODUCTION

1.1 School Values and Aims

Pooles Park Primary School serves a richly diverse community with our children speaking 32 different first languages therefore we believe that our children learn by talking, listening and doing. Our aim is to provide a rich, structured and caring environment which offers a varied and balanced curriculum, often based on first-hand opportunities to learn. Our pupils are encouraged to acquire skills and attitudes that will enable them to realise their full social and educational potential and become confident, independent, valuable and caring members of society.

1.2 Aims of the policy

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents, carers and children are fully aware of the role they play with regard to homework.

1.3 The purpose of homework

- To consolidate, reinforce and extend skills and understanding particularly in Literacy and Maths.
- To provide opportunities for parents and children to work together.
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.
- To encourage skills and attitudes, which will promote future economic well being.

2. ROLES AND RESPONSIBILITIES

2.1 The role of the school

- To provide parents with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about homework.

2.2 The role of the teacher

- To plan and set a programme of homework that is appropriate to the needs of the child. This includes children with additional needs.
- To ensure all children understand the homework they have been given.
- To be available to talk to parents and children about homework.
- To inform parents if there is a problem regarding homework.
- To keep a record of homework completed.
- To acknowledge the homework the child has done using school agreed systems.

2.3 The role of the parent/carer

- To support the child in completing homework whilst fostering a sense of independence in the task.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.
- To look after any school resources that are sent home to support homework e.g. Home Reading Books, Games etc

2.4 The role of the child

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.
- To look after any school resources that are sent home to support homework e.g. Home Reading Books, Games etc

3. HOMEWORK IN THE EYFS

Learning together is the emphasis for children in Nursery and Reception. The activities are Literacy based with a strong emphasis on reading and talking together. It is an ideal time to lay the foundations for continuing work at home.

3.1 What type of work will my child get?

Reading and Writing

Initially, children are given 'sounds of the week' on a Friday to practise reading and writing. When ready, they will receive a 'homework book' with a list of words for the week. Parents are asked to read the words to their child so that they can hear sounds in the words and write them down.

- **Adults reading to children.**

Children choose two books per week to take home for parents to read to them. This encourages a love of reading.

- **Children reading to an adult.**

When they are ready to, children will start bringing simple books home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Talking about the story and the characters and asking questions about the book will help with the child's understanding of language. Asking the children to retell the story in their own words will encourage them to think about the main events in the story.

3.2 How much time should be spent on homework?

EYFS	Time should be spent engaging with your child and sharing stories and books with them every day. We do not expect children to be 'forced' to do homework. Parents should see the teacher if their child seems reluctant – alternative activities could be set.
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4. HOMEWORK IN KEY STAGE 1

For children in Key Stage 1 we encourage parents to work together with their child to support them with their homework. The emphasis remains on Literacy, in particular reading, and ways in which children can be supported to develop important Maths skills. Mathletics will be used in Year 2.

4.1 What type of work will my child get?

Reading

Reading on a regular basis is vital for all children. Children will bring their reading books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is talking about the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child. Children will also have a set of words to practise regularly.

Spelling tasks linked to the phonics focus or topic work are sent home weekly on a Monday and a test takes place on a Friday.

Maths

Children should know a range of key facts and it is important that they practise them regularly. They bring home homework which revises key number facts or work that they have done that week. Maths homework is to be completed online using Mathletics in Year 2.

4.2 How much time should be spent on homework?

Year 1	10-15 minutes reading daily. Weekly spelling and or times tables. One piece of Literacy and Maths every Friday (to be returned on Monday).
Year 2	10-15 minutes reading daily. Weekly spelling and or times tables. One piece of Literacy and Mathletics every Friday (to be returned on Monday).

5. HOMEWORK IN KEY STAGE TWO.

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children but good habits of independent study should be encouraged.

The main focus for homework in Key Stage 2 continues to be Literacy and Maths, however children will be given more varied tasks in other areas of the curriculum or their current topic.

5.1 What type of work will my child get?

Reading

Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Children in Key Stage 2 (Years 3, 4, 5 and 6) are responsible for making sure they complete an activity, linked to their book, when set by the teacher.

Literacy

This will be based around what the children will be learning in class. The work could be based on punctuation or grammar. They may be asked to read something and answer questions. Sometimes the task will be a piece of writing or research.

Maths

This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work. Children will be asked to make sure they know their tables from 2 to 12. They should be able to recite them and answer mixed questions. Maths homework is to be completed online using Mathletics.

Other Areas

Work could be linked to any other curriculum area, Science, Geography, History and so on. It could take many forms, preparing a talk, completing a piece of research or conducting an interview. The nature of this work may be more open ended than in other areas and may extend over a series of weeks.

5.1 How much time should be spent on homework?

Year 3	10-15 minutes reading daily and an activity weekly. Weekly spelling and or times tables. One piece of Literacy and Mathletics every Friday (to be returned on Monday).
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Year 4&5 and 6	20-30 minutes reading daily and an activity when set by the teacher. 2 x 30 minutes tasks in Literacy, Mathematics or another curriculum area. Weekly spellings and times tables when appropriate. For Year 6 additional homework may be set in the lead up to SATs. Please speak to your child's class teacher about this.
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6. THE PRINCIPLES OF INCLUSION

Pooles Park Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having Special Educational Needs or additional needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We fully recognise our responsibilities for supporting vulnerable children and recognise that the homework set for children should be appropriate to their needs. Children who have Special Educational Needs and/or English as an Additional Language may be set homework tasks which are specific to their individual needs. For children with SEN this could include work which supports their Individual Education Plan targets or work which supports any intervention programmes they are on. For children with English as an Additional Language homework tasks may be set which support English language acquisition and may be linked to tasks they have been doing in any additional language classes (ESOL).

7. HOW CAN PARENTS/CARERS FIND OUT MORE ABOUT HOMEWORK?

Each year group will inform the parents about homework in the Open Mornings held at the beginning of the year. To help parents and children all homework (except spellings and times table practice) will be set on **Friday** and due in on **Monday**. Teachers will have different systems for handing in homework and they will tell parents and children about this at the beginning of the year. If parents need advice on how to support their children with homework then they can talk to the class teacher.

8.WHY WILL CHILDREN SOMETIMES BE GIVEN EXTRA HOMEWORK?

Children who take part in specialised lessons such as 1-1 Tuition and Booster classes may sometimes be set extra homework to reinforce the work being done. Additionally children who work in a one to one situation with teaching assistants will sometimes be given extra homework. In both cases, children should complete this work alongside their normal homework unless the child or the parents have been told otherwise. If the child is finding they have too much work then parents should speak to the child's teacher or the person running the extra sessions.

9. WHAT ABOUT CHILDREN WHO DON'T COMPLETE THEIR HOMEWORK?

The expectation is that all children will complete homework. Teachers will keep records of children completing homework and these records will be checked on a regular basis. If there are any problems with children not completing homework then the teacher will speak to parents to find out why. If homework is not completed then a child's card will move down, as it is considered to be breaking the Golden Rule 'We work hard.'

10. WHAT IF A CHILD SAYS THEY HAVE NOT RECEIVED ANY HOMEWORK?

There may be occasions if the teacher is away that the homework is not set but we will try to avoid that happening.

11. MARKING

The class teacher will check homework weekly and record if the child is returning their homework. They will inform parents if there is an issue with homework. Teachers will acknowledge the homework with a tick or stamp if appropriate.

12. CELEBRATING ACHIEVEMENT

Achievement at Pooles Park Primary School is celebrated in a variety of ways. Children who consistently complete their homework to a high standard and who show a commitment to home learning will receive recognition in Phase Assemblies. They may also be asked to show their homework to the Headteacher or a teacher of their choice.

13. MONITORING THE IMPLEMENTATION OF THE POLICY

13.1 There will be on - going monitoring of the policy by:

- the Headteacher and Senior Leadership Team;
- phase Leaders;
- subject Leaders;
- the Governing Body;
- Parents.

14. REVIEWING THE POLICY

The Senior Management Team will review this policy in the summer term 2014