

# AINDERBY STEEPLE CHURCH OF ENGLAND PRIMARY SCHOOL

## Homework Policy

Written Spring 2014 Review Spring 2017

At Ainderby Steeple CE Primary School, we see education as a positive partnership between home and school; homework is a key part of this. It offers children the opportunity to become independent learners and to practise and apply skills learned in the classroom thereby increasing knowledge and understanding. Homework also offers an important opportunity for parents to work in partnership with school to support their child's learning. Homework is an opportunity to extend learning beyond the classroom and make connections with 'real life' contexts. It is also important that homework is seen as an enjoyable complement to what happens at school. We would like to provide opportunities not only to reinforce key skills in Literacy and Maths, but also for children to learn more across a range of subjects and become experts in those areas of interest to them.

### Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

### Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

The precise amount of time set for homework is less important than the intrinsic nature of the task. As a guideline, the government suggest the following:

Foundation Stage - 40 min of activity per week

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

*The above time allocations are approximations.*

## **Homework Tasks**

Listed below, are a number of example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. The main focus will be on Literacy & Numeracy, with other subjects added as children progress through KS2 i.e. Reading, Writing, Spelling, Maths, Times Tables and KIRFS (as appropriate to the age and ability of children). All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

### **Reception**

Flash cards to aid reading. Reading books to share with parent/carer, maths homework, Key Instant Recall Facts (KIRF) and occasional tasks relating to topic work.

### **Year 1**

Reading books. Spellings, differentiated according to ability. Key Instant Recall Facts (KIRF) maths targets.

### **Year 2**

Reading books. Spellings, differentiated according to ability, Key Instant Recall Facts (KIRF), number work, times tables and some 'finding out' work connected with the term's topic.

### **Years 3 and 4**

Differentiated work: spellings and mathematics activities, including multiplication tables, Key Instant Recall Facts (KIRF), handwriting practice, and reading. Various tasks e.g. research linked to subjects taught in class.

### **Years 5 and 6**

Weekly: Daily reading, own spellings, individual multiplication tables, Mathematics, English, Key Instant Recall Facts (KIRF).

Other tasks may include:

- using the computer/internet to research a topic
- watching a specific T.V programme or the news
- learning lines for a school play or performance
- writing book reviews

A gradual progression through the school can be seen from the above planning.

## **Special Educational Needs**

Homework is often differentiated so that each child is receiving practice where it is needed e.g. word families, the six times table, counting in tens.

Where it is possible, an element of fun is introduced so that the learning isn't a chore.

Where there is no differentiation of task, the mark or comment given will, of course, take into account the ability of the child.

## **Planning and Co-ordination**

- Each class teacher is responsible for the day-to-day management of homework, under the overall guidance of the headteacher.
- There is a regular pattern to set homework e.g. spellings being given on the same day each week so that children and parents know what to expect.
- Children will usually be given more than one night to complete homework so that they will also have time to take part in other valuable activities e.g. Brownies or swimming.

## **The Head teacher will:**

- encourage consistency in the provision of homework across school
- keep parents, governors and all staff well-informed of homework guidelines.
- support individual teachers when necessary.

**Staff members will:**

- set and review homework tasks appropriate to the children's age and ability.
- encourage and reward homework achievements and efforts to provide incentives for children.
- ensure children know what is required for each homework task.
- keep parents well-informed about homework tasks.
- send home curriculum plans each term to keep parents well-informed of work being undertaken in school.

**Children will:**

- complete required homework tasks, taking increasing amounts of responsibility for their home learning.
- recognise that homework is important and that it helps them in their learning at school
- take pride in the quality of work undertaken at home.

**Parents/Guardians will:**

- provide a reasonably peaceful, suitable place for homework.
- take responsibility for the completion of their child's homework tasks.
- provide support and encouragement during homework tasks.
- read the curriculum plan sent home each term and support topics at home where appropriate.
- approach class-teachers immediately, over concerns about homework tasks; the school needs to be aware of a problem, so it can be dealt with effectively.
- encourage their child to recognise the importance of homework and take responsibility for their home learning, especially towards the end of KS2 in preparation for secondary school.

**Feedback/Communication**

- This can, of course, start at home with your child, as soon as the work has been done.
- There is the opportunity for dialogue between parents and teachers in the child's Home-School Contact book and for verbal feedback at the start or end of the day. Each child has a Home-School Contact Book which parents are asked to look at and comment/sign at the end of each week. Again, it is a useful means of written communication between home and school, especially where parents do not come to the classroom to collect older children.

Written in consultation with parents in Spring 2011, updated in Spring 2014

Agreed by Governors and staff:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_