

MARUS BRIDGE PRIMARY SCHOOL



HOMework POLICY

REVIEWED AT THE MEETING OF THE
LOCAL GOVERNING BODY
HELD ON 28TH NOVEMBER 2018

Chairperson: Mr J Taylor

Headteacher: Mr M Gaskill

This policy was reviewed: September 2018
Review date: September 2020

INTRODUCTION

At Marus Bridge Primary School we recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnership, of which our homework policy is an important element.

HOMEWORK - A DEFINITION

Homework is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

At Marus Bridge we see work done at home as a valuable part of school work.

THE PURPOSE OF HOMEWORK

The school regards the purpose of homework as being to:

- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school and the development of their child.
- consolidate and reinforce skills and understanding, particularly in English and Mathematics.
- extend school learning, for example through additional reading;
- encourage pupils as they get older to develop the confidence and self discipline needed to study on their own, and to prepare them for the requirements of secondary school.

At Marus Bridge Primary School teaching staff recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon.

We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. swimming, ballet, Beavers, Brownies, music lessons etc. Homework should be used to effectively reinforce and/or extend what is learned in school. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school. Homework tasks should be undertaken to the best of their ability.

We hope parents and carers will be willing and able to give their active support to ensure that work done at home is completed conscientiously and in the best possible conditions.

Children attending peripatetic music lessons are also expected to practise in their own time.

CURRENT PRACTICE

At the beginning of the academic year, each year group will be informed of what is expected of them with regard to homework.

This information will be shared at an initial welcome meeting at the start of the year and then reiterated at the first parents' evening in October. Teachers will explain the organisation of homework in their child's class to parents.

At the start of each academic year the children will be issued with a home / school planner. This replaced reading records and provides greater communication with regards to homework and any other items school or home may wish to discuss.

THE NATURE OF HOMEWORK

The nature of homework will change as children get older. For children in Key Stage 1, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective.

Short activities of different kinds – reading together, learning spellings and number facts - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older, homework provides an opportunity for them to develop the skills of independent learning, which they will need to continue lifelong learning and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own.

By the time children reach Year 6 their homework programme will cover a wide range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and also ensure that, in relation to homework as much as to other aspects, their transition to Year 7/Secondary school is as smooth as possible.

Homework will be differentiated to take account of individual pupils needs and will always no matter what the year group, include:

Home Reading: The importance of reading at home cannot be over-emphasised and we hope that children will read for pleasure in their own time. Throughout school children should be reading to an adult a minimum of 4 times per week. This fits in with the schools reading challenge where children are rewarded for the number of times they have read.

Pupils will be provided with a suitable school reading book, which can be taken home to read with a parent or other adult person or as they get older, the child may choose their own book as long as it provides challenge.

The planner will be provided for parents to sign when they have listened to or read to their child.

Literacy: Spelling, punctuation and grammar activities will be given to each child to learn. If spellings are given these may be high frequency words and

these spellings may be differentiated by pupil ability based on their phonics level, others may be key words from topics. Opportunities to write around genres taught in class will also be given.

Numeracy: Homework will be provided for pupils to consolidate or revise particular mathematical skills. In Foundation Stage and Key Stage One pupils will be issued homework activities to practise key skills and to introduce pupils and parents to mathematical language.

In Key Stage Two, pupils may be required to learn key facts, for example, helpful rhymes, number bonds or tables and as they get older will receive homework to practise calculation skills.

Topic Work: Pupils will be given the opportunity to research topics they are studying in class as they move through Key Stage 1&2. This research could be sourced from the local library, the internet or from family members and put together however they wish as a mini project.

Pupils will be given the opportunity to feed back what they have discovered to the whole class. Teachers may challenge pupils to undertake the completion of the project over a half term or term.

Other activities may include:

Handwriting Practice

Preparing questions

Writing tasks

Puzzles/games

Learning songs or scripts for plays

Physical activities

Investigations

THE TIME TO BE SPENT ON HOMEWORK / YEAR GROUP AMOUNT ACTIVITIES AND DAYS IT WILL BE GIVEN TO THE CHILDREN

Foundation Stage: Children will be expected to read daily or share a book for 5 – 10 mins. Occasional mini-projects linked to Literacy may also be sent out. A weekly Math's challenge sent home on Friday and activities set on Mathletics (online).

Years 1 and 2: 1-1.5 hours per week in total; Reading (10 mins per night), spelling, or other literacy/number activity. Optional project given on a termly basis.

Year 1 homework will be given on a Friday and completed by the following Friday.

Year 2 homework is given on a Thursday and completed by the following Thursday

Years 3 and 4: 1.5 to 2 hours per week of English and Mathematics reading (4 x 15mins per week) and spelling.

Years 5 and 6: 2 to 2.5hrs per week with continued emphasis on English and Mathematics; reading (4 x 20 mins per week), spelling, but also ranging widely over the Curriculum (topic or project work).

Across Y3-5 all homework will be given out on Thursday and will be expected to be returned the following Thursday. In Y6 homework (not spellings) will be given out on a Friday and returned on a Thursday. Spellings run Tuesday to Tuesday.

Homework will not, in general, be used to finish off work started in class. The school believes that a regular pattern is important, particularly for English and Mathematics. We have endeavoured to establish a familiar routine of when homework is set and when it is due to be returned. This information will be made clear to parents at the initial parents' evening at the beginning of the academic year, as well as being stated in this policy. Children who do not complete the weekly homework, will be kept in during a playtime to complete the required work.

SPECIAL EDUCATIONAL NEEDS (SEN)

Setting the right type and amount of homework for children with special educational needs will need careful consideration by the class teacher and co-ordination with both the SENCo and parents. The objectives of homework outlined in this policy should apply equally to pupils with special educational needs. Whilst children with SEN may benefit from special tasks separate from the homework set for other children in the class, it is important that they should do as much in common with other children as possible. Homework tasks for children with SEN should:

- have a very clear focus and time-guideline;
- give plenty of opportunities for pupils to succeed;
- help develop social as well as other skills where necessary;
- be varied - and not purely written assignments;
- be manageable for teachers.

We are mindful that specific tasks in the form of Individual Education Plans for children with Special Educational Needs will be set. Parents will be made aware of this as appropriate.

MORE ABLE CHILDREN Extension homework will be provided for children who have strengths in specific areas.

THE ROLE OF THE SCHOOL, TEACHERS, PARENTS AND CARERS IN SUPPORTING PUPILS WITH HOMEWORK ACTIVITIES

Role of the school

- monitor the effectiveness of the homework policy each year
- support parents with the newer methods of teaching in English and Mathematics by offering parent meetings to put into context the development of English and Mathematics skills from Reception through to Year Six

Role of the class teacher

- Plan homework as an integral part of curriculum planning
- inform pupils and parents of homework timetables through discussion in class, at parents' evening
- match homework, as far as possible, to the ability of the children
- provide feedback which encourages pupils to regularly complete tasks
- reading diary entry written by pupils or parents will be monitored

Role of the parents/carers

The school recognises that parents and carers have a key role to play in supporting pupils' homework. The nature of this role will change as children get older. For much of their homework, particularly with younger children, parents and carers will be encouraged to become actively involved in joint homework activities.

To avoid 'battles' over homework we recommend:-

- that children should be allowed to work at an appropriate pace;
- acknowledgement should be given to their own interests;
- the task is undertaken at an appropriate time when the child is best able to concentrate;
- your child may need lots of encouragement, praise and even your company and help for certain tasks;
- that work at home is perceived as a shared activity;
- work at home should be planned carefully around other interests to avoid clashes;
- it should not be used as a threat or punishment.

Your HELP, ENCOURAGEMENT and PRAISE is the key to success. We ask you 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.

We do not envisage a primary school child spending time in isolation with work he or she may find difficult. Give support and help but do not do the work for the children. Please support children in completing tasks and return work in a tidy presentable state.

CONCERNS

If any child does not understand a task, parents should encourage them to ask their teacher for further guidance. If you have any concerns about the levels of homework or the content etc., please see your child's class teacher.

Do not let your child get upset about homework; if there is a problem come in and speak to the teacher about it.

FEEDBACK

The school recognises the importance of providing prompt and accurate feedback to pupils, parents and carers on how well homework tasks have been tackled and the knowledge, skills and understanding that are being developed. A variety of methods will be used to provide feedback ranging from an appropriate comment of praise, appreciation or area for improvement to a mark, and these will vary according to the age of the pupil.

INFORMING AND CONSULTING PARENTS AND CARERS ABOUT THE HOMEWORK POLICY

The school will send out this policy to inform parents and carers about it and secure their involvement. The Homework Policy and useful information for parents in supporting their child's learning is displayed on the School Website. Parents' evenings will be used to promote this partnership and obtain feedback e.g English and Mathematics workshops, New Intake Evenings, Parents questionnaires will be used where appropriate to ascertain parent views. Parents will be consulted about any significant changes to the policy that are being considered by the Governing Body.

REVIEWING THE POLICY

The homework policy will be reviewed every two years. Where significant changes to the policy are felt to be required, proposals will be presented to the governing body and parents consulted.