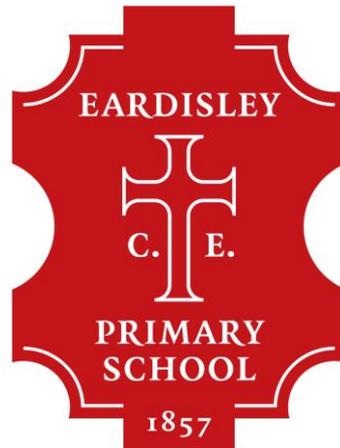


EARDISLEY C. E. PRIMARY SCHOOL



Homework Policy

Date Agreed: September 2017

Review Date: Autumn 2018

Glowing brightly, sparkling too: in all that we do our values shine through.

Introduction

This homework policy has been reviewed in the light of comments retrieved from parental questionnaires and discussions.

Principles

We believe homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We believe that homework should be enjoyable, constructive and manageable for all concerned.

We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'

Why give homework?

- It can inform parents about work going on in class;
- It can further stimulate enthusiasm for learning;
- It takes advantage of the home environment and resources and the chance for some one-to-one adult time;
- It can be a great source for gathering topic information to share with all the children;
- It is a great opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts;
- It helps to foster good habits of organization and self-discipline needed for good learning.

Process

Each child in Key Stage 1 has a homework folder and in Key Stage 2 homework will be kept in an activity folder, and the majority of tasks are kept in these.

The tasks set will not always need to be handed in; there are other ways in which teachers will respond or give feedback, for example, sharing results in class discussion, putting work onto a display or transferring work into class books.

A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectations so by the time children reach Year 6 they have established a clear routine in preparation for high school.

All homework tasks and activities are designed to consolidate and reinforce skills and understanding in numeracy and literacy and enhance cross-curricular teaching. As far as possible, homework will be related to class topics or enable children to investigate a variety of mathematical concepts with their families. This is important as it helps parents to know more about what is going on in class and to support enthusiasm for learning.

Most of the homework is provided for completion over the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables, spellings are proven to be better when completed in shorter daily sessions.

Increasingly teachers are using the web for homework. This may be directing children and parents to play a specific game from Interactive Resources.

Homework Allocations

The following are approximations and for general guidelines only:

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

Rowan Class: Early Years Foundation Stage

Children have new sounds to learn, which are sent home to complement their learning in class.

During the year, children are given spellings to learn which will follow the 100 common words, spelling patterns taught in their Read, Write, Inc groups or linked to the curriculum topic.

Children should read at home at least five times a week and this should be recorded in the reading diary. These can include bedtime stories.

Children are asked to bring things in during the year to enhance focused activities.

Children will be given a Family Maths or other maths activity to complete as and when appropriate.

Children will take home an exciting activity to do over the holidays.

Willow Class: Key Stage One (Years 1 and 2)

Children will be given a list of spellings to learn which will follow the 100 common words, spelling patterns and those expected by the National Curriculum.

Children will be given a Family Maths or other maths activity to complete as and when appropriate.

This work will be marked and marking will be shared with each child.

Children are expected to read at every day at home, and this should be recorded in their reading diary.

Learning of multiplication facts is ongoing - a mental maths test will take place fortnightly.

Research projects that involve using the internet at school or at home.

Beech Class: Lower Key Stage 2

Children will be given a literacy, numeracy, which includes Family Maths, or topic activity weekly.

Children are expected to read every day a week at home, and to record this in the reading diary.

Children will take home spellings to learn which will follow spelling patterns and those expected by the National Curriculum. A spelling test will take place weekly. The results will be shared with the children.

An open-ended activity will be provided from time to time.

Learning of multiplication facts is ongoing - a mental maths test will take place weekly.

Research projects that involve using the internet at school or at home.

Oak Class: Upper Key Stage 2

Children will be given a literacy, numeracy, which includes Family Maths, or topic activity weekly.

Children are expected to read every day a week at home, and to record this in the reading diary.

Children will take home spellings to learn which will follow spelling patterns and those expected by the National Curriculum. A spelling test will take place weekly. The results will be shared with the children.

Children may be asked to plan or complete pieces of sustained writing.

Learning of multiplication facts is ongoing – a mental maths test will take place

each week.

An open-ended activity will be provided from time to time the weeks prior to SAT tests, the Year 6 children will be given additional revision work. Practise test papers near the time of their maths National Curriculum assessments (SATs) to help them become familiar with the test format.

An open-ended activity may be provided from time to time. Research projects that involve using the internet at school or at home.

Expectations

- We expect children to maintain the same standards for presentation of homework as we set in school i.e. to use their best handwriting and a sharp pencil or blue pen.
- It is worth noting that when children in Key Stage 2 deliberately do not attempt to do homework (and this does not include when family emergencies occur), or if the homework is not completed to the required standard, children will be required to remain inside during their own time to complete their work. We therefore make it very clear that we expect everyone to be treated equally and all children are required to complete homework.

Roles and Responsibilities

The Headteacher will:

- Promote this policy by raising its status and importance;
- Ensure that homework is built into teachers' planning;
- Provide supportive guidance for parents;
- Keep up to date with new developments with regard to homework;
- Monitor and evaluate this policy.

Teachers must:

- Integrate homework into their planning;
- Set interesting tasks or activities;
- Set homework appropriate to each child;
- Explain when, what and how the work is to be done so that each child clearly understands;
- Provide feedback in line with the marking and feedback policy.

Parents/carers are asked to:

- Sign the Home-School Agreement indicating their support for homework;
- Praise the value of homework to their children;
- Provide a suitable space in their home where their children can concentrate on their homework;
- Establish a homework routine such as no television;
- Provide materials pens, pencils etc.;
- Go through the homework before their child starts and discuss the completed work when finished;
- Make the experience pleasurable;

- Find time to work with their child or be at hand if a problem arises;
- Discuss, encourage and praise their child's efforts;
- Contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it.

Children are asked to:

- Complete their homework and hand it in on time;
- Listen carefully in class to make sure they understand what is asked of them;
- Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate;
- Make sure they get feedback on their homework;
- Highlight to the school council any ideas they may have about homework
- Have a go at all their homework activities

Homework and Marking Feedback

All children receive prompt feedback on their homework in a variety of forms such as:

- Verbal
- Written
- Class discussion
- Praise and recognition during an achievement assembly

Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Eardisley CE Primary School is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential.

Monitoring and Evaluation

The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.