



# Homework Policy

***Status and review cycle: Legally Required      Bi-Annual review required***

***Reviewed: LBG***

***Ratified by governors on: March 2015***

***Next review date:      March 2017***



## **Introduction**

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

## **Rationale for homework**

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

## **Aims and objectives**

The aims and objectives of homework are:

- To ensure a consistent and appropriate approach throughout the school
- to enable pupils to make progress in their academic and social development;
- to help pupils develop the skills and confidence to become an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to consolidate and reinforce learning experienced in school and to allow children to practice skills taught in lessons;
- to help children develop positive work habits for the future
- to encourage the children to perceive learning as something that happens both at school and a home
- to support and encourage fun learning opportunities at home through the suggested activities.



## **Types of homework**

Due to the age of pupils in foundation stage it is not felt appropriate to send home formal written homework at this stage, but to encourage pupils and parents to work together to further develop the appropriate skills in speaking, listening, reading and practical number.

We suggest to parents that this should be through:

Reading with their child each night either hearing them read or reading to them. All children are encouraged to take home a reading scheme book and a book for sharing. This may be a fiction, non-fiction or poetry book. Communication between home and school is via the school homework diary. Parents may also make an appointment to see the teacher after school to discuss any aspect of their child's reading. The contribution of parents to homework and learning are highly regarded and we encourage regular communication between parent and teacher

Practising any words they need to learn to read or spell. It is the school's policy to send words home. We also send home regular spelling lists in Year 1, Year 2 and Year 3 from the National Curriculum. In addition, we may send home key maths vocabulary, games or short activities. Handwriting may be sent to encourage children to practise letter formation. Phonic homework will be sent home so children can consolidate their learning from school and also practise their sounds and actions.

Playing a number game once or twice a week

Regularly practising songs, number rhymes, patterns and when appropriate, mental arithmetic.

Children who need additional support may be sent home tasks to support their learning.

We encourage children to bring in toys, artefacts, information and books connected to their current work. This encourages research skills to be developed.

We further encourage parents to think about learning outside the classroom. It is important for children to experience a range of opportunities and social settings. We encourage parents to enrol their children in clubs and societies in the community to develop their children's verbal, social and communication skills.

## **Amount of homework**

We increase the amount of homework that we give the children as they move through the school. We expect Reception children to spend approximately 10-20 mins a day doing homework, and this will include reading with a parent. This is in line with the DfES guidelines that were issued in 1998.

Children will have a reading diary to record the books they have read, who they have read with and how many of times they have read.



## **Pupils with special educational needs**

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Individual Education Plans (IEPs).

More able children are given weekly homework which is aimed at expanding creativity and thinking skills. This is published to parents at the start of each term.

## **The role of parents**

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

We ask parents to check the home/school diary at least once a week and to sign it as requested.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Teacher in Charge. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented; parents should contact the governing body.

## **Monitoring and review**

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire during the school's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our governing body may, at any time, request from our Headteacher a report on the way homework is organised in our school.

**Reviewed March 2015**