

St Leonard's C.E. Primary School

Homework Policy

The Purpose of Homework

- To develop an effective partnership between school and parents / carers in following the aims of the school
- To provide opportunities for parents and pupils to work together to enjoy learning experiences
- To ensure progression towards independent learning and the acceptance of the individual responsibility for learning.
- To ensure the individual needs of pupils are taken into account through differentiated activities.
- To ensure that parents and carers have a clear understanding about what is expected of them and their child / children
- To extend and support the learning experience through reinforcement and revision
- To encourage children to develop long term strategies for future needs
- To prepare pupils for Secondary transfer

Type of Homework

Pupils and parents should have clear guidance about the sort of homework and how much of it pupils should do at different ages.

Homework can be divided into sections or types.

1. The work that we would consider to be essential to be done at home and would therefore be “regular”
2. The work we would consider to be desirable to be done at home and therefore should be deemed “optional”
3. The work that a pupil is capable of completing in class but remains unfinished. This would be deemed as “occasional”
4. The work which would need to be done by a pupil in order to help them make appropriate progress and which would be deemed as “supportive”.

In the case of “regular” homework this would be work that teachers would give each week and may well be subject to a follow-up letter from school should it not be undertaken. It would also consist of the work that would fit into section G of the schools section and section F of the Parents section of the Home - School agreement.

This homework will focus on literacy and numeracy skills. Daily reading should continue even if another piece of homework is given. Homework may be written, reading, maths sheets or games.

“Optional” homework would consist of work that it would be good for pupils to do.

Homework that was “occasional” would be followed up by the class teacher.

Finally “supportive “ homework is work that would normally be given by members of the Learning Support team and would be areas of learning which would probably be included in the Individual Education Plan for a pupil.

Listed below are the areas that would comprise “regular” homework for each Key Stage and also work which could be included under the remaining areas.

Regular

Reception:

Sharing books / reading/ phonic work/number activity

Key Stage 1

- a. Weekly differentiated spelling lists, regular phonic practice and sheets
- b. Home/school reading
- c. Weekly Maths sheets, games and tables practice.

Key Stage 2

- a Home - school reading progressing from hearing reading to developing discussion on what is being read
- b Spelling lists – personal and differentiated. Use of spellings for handwriting practice.
- c Tables or activities related to ongoing class work. Weekly maths sheets or games – listed in Home/School diary

Time Allocation for ‘Regular’ Homework (see a, b and c above)

Years R, 1 and 2 1 hour per week

Years 3 and 4 1.5 hours per week

Years 5 and 6 2.5 hours per week

This could be broken down to minutes per day, but some homework may take a little longer one day and a little less time another day.

All the above should incorporate a selection of the activities listed.

Optional

- a Completing work unfinished in class time available.
- b Reinforcement maths sheets

- c Finishing off extended work
- d Revision for SATs at end of Key Stage 2
- e finding out information
- f reading in preparation for lessons
- g preparing oral presentations

Occasional

- a Work uncompleted due to lack of effort / time wasting
- b Work being dealt with under the School's Discipline code

Supportive

- a Work identified by members of the Learning Support team e.g Holiday reading diary, First 100 spellings etc
- b Additional work outlined by class teacher to supplement work done in class where difficulty is experienced

Work under any of the above headings could be given on an individual or group basis. Marking for the 'regular' part could be done on a group or class basis whilst that for the 'optional' area would receive a comment to indicate that it was additional work.

Special Educational Needs

Setting homework for this group of pupils is not always easy. It may require work or tasks separate from the homework set for the remainder of the class. It should not be seen as a way for these pupils to "catch up" with the rest of the class.

Work for Special needs should -

- Have a very clear focus and time guideline
- Give plenty of opportunities for pupils to succeed
- Be varied - and not always written assignments
- Be manageable for teachers

Parental / Carer Role

There is a clear role for parents/carers to undertake in the process of Homework as well as a responsibility for making sure that their child or children are able to undertake the work set.

Parents / carers should where possible:

Provide a reasonably peaceful, suitable place for the child to work in, either alone or with an adult or older sibling

Make it clear to their children that they value Homework and support the school in explaining to their child / children how it can help their learning.

Encourage pupils and praise them when they have completed homework

It is important that staff, when setting homework, set work which is accessible to all pupils and not just to those whose parents have computers, books etc.

Home/School diaries contain suggestions for activities that can be done at home for both literacy and numeracy.

Organisation

In order that homework can be undertaken easily the school will need to provide a set of basic resources. This will include the following

A Homework folder to keep homework related activities in. These will then be put into the relevant books ie Maths, English etc

Reading books, photocopied worksheets

A Home- School diary containing advice to parents about homework and reading

Monitoring

Homework will be monitored by the Senior Management Team through Book Scrutinies, and in planning time, to ensure that this policy is followed. Homework should be put into the relevant subject exercise books. If Homework is research, or learning facts, then the teachers should annotate in the child's book. A clear pattern of Homework should be seen when looking through books.

Assessment and Marking

Marking can be done on a class, group or individual basis as part of the next appropriate session. Reading and writing assessment etc should be undertaken regularly with comments made where appropriate, corrections and targets being suggested. Learning tasks should be tested regularly.

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