

## Norton Free Church of England Primary School

### Homework Policy Spring 2013

Aims:

- develop an effective partnership between the school, parents and other carers in pursuing the aims of the school.
- consolidate and reinforce skills and understanding, particularly in English and Maths.
- exploit resources for learning, of all kinds, at home.
- extend school learning, for example through additional reading around a variety of curriculum needs.
- encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary school.

Through the policy we aim to:

- ensure the consistency of approach throughout the school.
- ensure progression towards independent individual responsibility.
- ensure the needs of the individual pupil are taken into account.
- ensure parents/carers have a clear understanding about expectations from themselves and the pupil through information at the beginning of the school year.
- extend and support the learning experience via reinforcement and revision.
- provide opportunities for parents, pupils and school to work in partnership.
- encourage pupils to develop long term strategies for life-long learning.
- at Year 6, to prepare pupils for secondary transfer.

For pupils in Key Stage 1, developing a partnership with parents or carers involving them actively in children's learning is the key purpose and the activities children do at home may not be generally understood as 'homework'.

Short activities of different kinds-simple games, learning spellings and number facts and reading together-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 children to develop the skills of independent 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 the children reach Year 6 their homework programme should cover a wide range of tasks and curriculum content. 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.

The main focus of homework and home activities for pupils here is on English and Maths. Science and other subjects are added to the programme as pupils move up the school. Again, homework does not just mean formal exercises carried out by the children without help from adults. Particularly in the case of younger children, it is the involvement of parents and carers in joint activities, which can be very brief and is most valuable in promoting children's learning.

Regular reading to and with parents or carers is vital; all primary school age children should read to their parents/carers, listening to them read for between 10 to 20 minutes a day- in addition, we set number games and tasks, and more formal exercises for older children, that they can do at home, involving parents or carers. These should be set about twice a week for all children, with more substantial or more challenging activities set for pupils in Key Stage 2. In addition to these regular activities, older children are given some homework, gradually increasing in its demands, of other kinds. Often it is differentiated where appropriate to take account of individual pupil's needs and might include:

- finding out information;
- reading in preparation for lessons;
- preparing oral presentation;
- more traditional written assignments
- completing specific online tasks via sites such as Education City, which are monitored by the teacher.

The precise amount of time spent on homework is much less important than the quality of the tasks set and the way they are planned to support learning.

### **Recommended time allocation for daily home activities**

	<b>Reading</b>	<b>Other home activities</b>
Early Years	10 minutes	10 minutes
Years 1 and 2	1 hour per week	1 hour per week
Years 3 and 4	1.5 hours per week	1.5 hours per week
Years 5 and 6	30 minutes per day	30 minutes per day

### **Special Educational Needs**

Setting the right type of homework for pupils with special educational needs is not always easy. Some pupils in mainstream schools may benefit from special tasks separate from the homework set for other pupils in the class. On the other hand, it is important that they should do as much in common with other pupils as possible. Setting appropriate homework, which does not demand too much or too little of children and their parents needs close co-ordination between class teachers and parents and we are sensitive to those concerns.

Tasks are to:

- have a clear focus on 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.

The purposes of homework should apply equally to pupils with special educational needs. Homework should not be seen as the way of attempting to get these pupils to catch up with the rest of the class.

Homework will be planned and co-ordinated by the teacher so that the demands of pupils are balanced and manageable. Teachers will set regular homework on specific days of the week. A familiar routine is helpful for children, parents and teachers and so we try to allow more than one evening for some homework to be completed.

### **The role of parents and carers in supporting pupils**

Parents and carers should be encouraged to:

1. provide a reasonably peaceful, suitable place in which pupils can do their homework-alone or, more often for younger children, together with an adult-or help pupils attend other places where homework can be done;
2. make it clear to pupils that they value homework, and support the school in explaining how it can help their learning;
3. encourage pupils and praise them when they have completed homework.

However, if your child struggles with their homework and is still struggling after 20 minutes, we do not expect you to do it for them; a note written by the parent in the homework book explaining the issue will ensure that the class teacher can go over it again with them in class. This is really helpful to us to ensure we know exactly where and when a child has difficulty.

### **Feedback for pupils and parents/carers**

Children will receive feedback about their homework through class work or tests for example tables and spellings, and these are sent home so that parents are aware of progress. All work will be marked by the teacher in accordance with the Marking Policy. Outcomes will be shared with parents via the Homework book/folder. It is very helpful to maintain a regular dialogue with parents about progress in reading through reading record books in which parents are encouraged to comment.

H. Button, head teacher.

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