



HOMEWORK POLICY v.3

Reviewed: Spring 2013
Next review: Spring 2015

Signed on behalf of the Governing Body

Amy Byam

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1. Introduction

Learning at home is essential part of good education and can make a positive contribution to the learning of individuals. It helps children develop the lifelong skills and attitudes they will need for successful independent lifelong learning.

2. Rationale

At West Tytherley CE Primary School, homework complements the work done by children in school, providing a meaningful context for learning and further enhancing their understanding.

Homework should provide a balance between open-ended investigations and structured work mainly to support literacy and numeracy, reading and spelling.

Homework is most valuable when parents are involved actively and in partnership with the school. Children should see homework as a positive experience and not an onerous task. Homework should be accessible to all children regardless of resources and home environment.

3. Our Aims

Through our policy we aim to provide a consistent approach across the school to ensure homework:

- contributes towards the continued raising of standards of attainment
- broadens the quality of learning experiences
- consolidates and reinforces skills and understanding, particularly in literacy and numeracy
- matches the learning needs of all pupils (including those with special educational needs)
- provides opportunities for parents, children and the school to work in partnership
- provides opportunities for parents and their children to work together to enjoy learning experiences

- provides opportunities for pupils to use resources, inc. technology, as appropriate
- promotes the idea that learning extends beyond the classroom and can be achieved in many different ways
- encourages children to develop responsibilities, self-confidence and self-discipline for independent study
- helps prepare children for their future
- prepares older children to meet the demand of Secondary School, developing the habit of devoting longer periods of time to study

4. Types of homework

4.1 Foundation Stage – Reception

- Share books for pleasure regularly with adults at home
- Read with an adult, regularly
- Play phonic games to learn key sight vocabulary as required
- Bring relevant items from home to discuss in school

4.2 Key Stage 1 – Year 1 & 2

- Share books for pleasure and information regularly with adults at home
- Read to an adult daily and as they become able, sharing books for pleasure, instilling a love of reading for different purposes
- Practise phonic tasks and learn sight vocabulary where necessary
- Learn weekly spellings
- Practice numeracy tasks, e.g. number bonds
- Literacy, maths or topic related activities (1 x ½ hr per week)

4.3 Lower Key Stage 2 – Year 3 & 4

- Continue to read regularly from fiction and/or non-fiction with adult support until the child establishes independent reading habits
- Share books for pleasure encouraging the child to enjoy reading for different purposes
- Search for information in connection with studies
- Learn weekly spellings
- Practise numeracy tasks, e.g. tables
- Complete assignments related to Literacy, maths and topic (3 x ½ hrs per week)

4.4 Upper Key Stage 2 – Year 5 & 6

- Read regularly from fiction and/or non-fiction – adults can still offer support and engage with their children, stimulating discussion about reading. Before secondary school, children need to be independent readers who can read for a variety of purposes and enjoy reading. Find time to read with your child – it is still very important.
- Search for information in connection with studies
- Learn weekly spellings
- Continue to practise numeracy tasks
- Complete assignments related to Literacy, maths, science and topic (5 x ½ hrs per week)

5. Role of Parents/Carers

Parents play a vital role in their child's education, and homework is an important part of this process. It is essential that parents/carers:

- Show interest in their child's homework by making time to sit and talk with them about it
- Provide a reasonably peaceful, suitable place if possible, where children can do their homework
- Set an expectation that homework will be completed and returned to school on the designated day
- Encourage and praise their child when they have completed their homework
- Encourage good standards of presentation
- Contact the class teacher if any difficulties regarding the homework arise
- Sign and communicate through homework books
- Attend any workshops/curriculum evenings that the school may provide
- Plan homework time carefully so that it does not get in the way of other activities, e.g. clubs, activities and other interests
- Model a positive attitude towards homework at all times
- Encourage children to persevere with tasks, when they find them challenging. This will help to develop their resilience as learners.

6. Procedures

At the beginning of the school year, you will be given an outline of weekly expectations for work to be done at home. If permanent changes are made to this during the year, parents will be informed.

Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

If parents have any concerns relating to the homework, they should not hesitate to contact their pupil's classteacher.