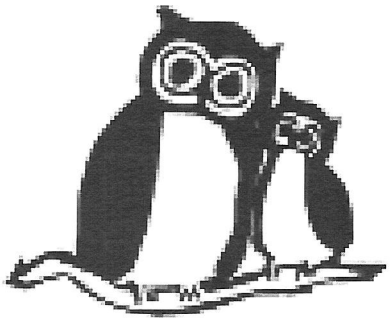
Little Melton Primary School



Homework Policy

Approved by Governing Body

Date October 2019

Review October 2021

Chair of Governors

Little Melton Primary School

Rationale

In order that our pupils can attain the highest standard (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership and encompasses a whole variety of activities instigated by teachers and parents to support children's learning. Whilst there is no statutory requirement at Primary school to set homework, we believe that used judiciously and moderately it can support learning. EEF toolkit (Sept'18) for example suggests that regular homework can boost average attainment by 2 months.

Aims and Objectives

Regular, well planned homework can:

e Enable pupils to make maximum progress in their academic and social development;

e Develop good work habits and self-discipline for the future

e Encourage skills and attitudes which help children improve their educational performance

e Help parents gain insight into their child's schoolwork and promote partnership between home and school.

e Provide opportunities for individualised work and develop skills of independent learning

e Offer access to resources not found in school (public libraries, local museums etc.)

e Toconsolidate and reinforce learning done in school and assist in preparation for future class work.

e Provide a context for pupil/parent interaction.

e Give pupils an opportunity to work with a supportive adult on more open-ended or deeper thinking tasks.

Homework is seen as 'an essential part of good education that supports children's development as independent learners'. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

What is Homework?

Homework should not be a chore, but children should see it as an extension of their schoolwork. There may be occasions when some tasks are more challenging or difficult than usual as 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.

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

e reading with aparent

e a family visit to a local museum

e finishing off work from the class

e undertaking individual research for a project at the local library

e learning number facts (tables)

e literacy activities both written and verbal

e being an active member of a sports club or youth organisation

e going swimming

ltcan beseen from this list that homework can be atwo way process. Teachers may ask for tasks tobedoneathome, butare delighted tolearn about children's success in other aspects of their lives and will seek to recognise this in school in Well Done Assembly, display boards, 'show and tell' and the class 'Golden Book'.

When teachers set homework they will ensure that:

e The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.

e tis clearly related to areas of study within the classroom-either to reinforce a current topic, or provide revision or revisiting of an area previously taught.

e Timescales for completion and submission are explicit.

e Work is marked as promptly as possible.

e Problems or difficulties encountered by children are dealt with swiftly.

e Regular completion of homework of a high standard is recognised and celebrated.

e Theimpact of homework upon the standards of children's attainment is monitored.

e Opportunities forthe regular, formal evaluation of homework are provided for teachers, parents and children as part of the on-going consultation arrangements.

e All children will be expected to complete tasks. They will be given an opportunity to succeed in this through using a homework session in school leisure time if they continually fail to complete it.

Types and amount of homework:

Reception Encourage a love of reading through sharing and exploring books and magazines.

'Talk Homework' for writing

Year 1

Spellings

'Talk Homework' for writing

Reading atleast 4timesa week (10-1Smins)

Year 2

Spellings

'Talk Homework' for writing

Reading atleast 4timesa week (10-1Smins) Maths consolidation and investigation activity

Years 3 and 4

Spellings

Maths workbook

Times tables

Number of the week Grammar workbook

'Talk Homework' for writing

Reading at least 4 times a week (10-15mins)

Years 5 and 6

Weekly spellings

Maths workbook

Times tables

Grammar workbook

'Talk Homework' for writing

Reading at least 4 times a week (10-1Smins)

*Children in year 6 may be given slightly more if it is felt it will support their learning as they approach the SATs

Use of ICT-Google drive suite, Purple Mash and Accelerated Reader are sometimes used to support homework.

Knowledge Organisers are also given to children in Years 1-6, to support with learning.

Non-completion of Homework:

Children who do not complete their homework may be asked to stay in to do so at the

teacher's discretion.

If a child persistently does not complete homework then the teacher may contact the parents and ask to speak to them in order for school and home to work in partnership for the benefit of the child.

There is a Homework club to support children who struggle to complete as home.

The Role of Parents

Parents need to discuss with their children the following questions:

e When is it a good time to do any homework? e Where is the best place for homework to be done?

e What helps concentration ?

¢ How long should my homework take me? e Should | ask for help with my homework, even when itis finishing work started in class? e Who should | ask for help and how much help should | expect?

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the work.

The boundary between what many parents see as constructive help and what children view as interference, is indistinct and can vary from day to day. Parents need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed plus what form this might take.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

Pupils with special educational needs We set homework for all children as anormal 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.

Monitoring and Review

It is the responsibility of the governing body to agree and then monitor the school homework policy. The governing body may, at any time, request from the head teacher a report on the way homework is organised in the school.