



Homework Policy

PRESTON CE VC PRIMARY SCHOOL

Agreed by Governing Body: **September 2017**

Chair of Governors: Julie Bennett

Date for review: **Autumn 2020**

Aims

We believe that learning works best when there is a partnership between home and school and we aim to foster this through our homework policy.

We aim to enable children to achieve their potential, to gradually assume greater responsibility for their own learning and to develop independent study skills in preparation for High School and later life. We believe homework contributes to these aims.

We aim to enhance our classroom learning through homework tasks.

We aim to strike the right balance between work and leisure time and bear this in mind when homework tasks are set. To enable this, we aim to set homework on a regular basis and ensure work is not set for next day completion.

Homework Tasks

Much of our homework is based on development of Literacy and Numeracy.

Literacy

We would like all children to engage in reading every day.

At Foundation Stage and Key Stage 1, children will bring home a book from a reading scheme. We expect that children should share their book with parents/ carers on a daily basis, practise their reading skills and talk about the book. We ask that reading diaries or journals are filled in at home. Members of school staff also record progress. These diaries form a regular dialogue between home and school.

At Key Stage 2, some children may continue to read within a structured reading scheme while others may need to broaden their range of reading and be able to choose from a greater variety of materials. At this stage, children are encouraged to take increasing responsibility for their reading diaries at home and at school but we value any comments from parents.

Throughout their time at primary school, we ask that children spend some time reading at home and we promote the benefits of this both to children and to parents/carers.

We give guidance about how adults can engage with their children's reading in a range of different ways and show that this has a positive impact regardless of the age of the child or their level of reading. We emphasise the importance of encouraging reading for interest and pleasure as well as for accessing information and for the practice of skills. All children are encouraged to take home library books to share.

Children across the school age range are engaged in learning phonics for both reading and spelling. This learning is aided by regular practice and homework tasks are set with this focus.

We also ask that parents/ carers take time to practise the spellings of children's personal details - such as names and addresses.

As the curriculum for English grammar and punctuation has become fuller and more demanding, exercises requiring consolidation of knowledge and practise of these skills are also appropriate to set as homework. It is appreciated that the vocabulary of English grammar may not be familiar to all parents and that clear guidance may be especially important in this subject.

Maths

Maths homework should focus on the children's acquisition of number facts and on consolidation and practise of calculation skills.

We ask parents/ carers to practise counting, recognition of written numerals, knowledge of number bonds, multiplication and division facts and other aspects of knowledge that require instant recall because this knowledge underpins children's confidence in their work with number at all stages.

We provide opportunities for children to practise calculation methods because such practise is valuable in supporting speed, accuracy and confidence in arithmetic.

We utilise the Abacus online maths programme to set appropriate homework for children because parents tell us that this form of homework receives the most positive response from their children.

Other Homework

When appropriate, children may be set tasks involving any aspect of the curriculum. Such tasks may take a variety of forms - practical, research based, written tasks etc. For those children who do not have access to a range of books, computer resources or the internet, access to such resources will be made available at school; this may be on a regular basis or on request.

If children are not able to print a piece of work produced electronically at home, this can be e-mailed to the school office for printing.

Homework of this sort may be optional. If it is compulsory, thought will be given to timing and content in order that it is manageable for all.

Guidance for adults at home

Teachers will not rely unduly on children 'knowing what they are expected to do'. Tasks will include clear instructions and, if necessary, a model will be provided in order that parents feel full equipped to support their children.

Guidance will be given as to how long a child should be expected to work on a task.

Whenever possible, paper-based tasks should include a form that allows parents to provide feedback to the teacher.

This is in response to requests from parents and to support any assessment a teacher may make on the basis of homework.

The example form below may be used or adapted according to need:

HOMWORK FEEDBACK FORM	Please tick as appropriate
My child completed this task independently	
I provided some support with this task	
I provided a great deal of support with this task	

Marking and Feedback

Teachers should always acknowledge receipt of homework and provide basic feedback to children, and parents, about the work completed.

Teachers are encouraged to provide homework that does not require lengthy marking and feedback because excessive time spent on this compromises their ability to plan, mark and assess classwork.

Teaching assistants may be asked to carry out basic marking of homework. The teacher should always be made aware of the results of marking, including any under achievement or commendable effort, and of any parental feedback.

Compulsory Homework

There is an expectation that all children will engage in compulsory homework activities set by teachers. This forms part of the home/school agreement. We expect engagement from all children because homework tasks are purposeful and relevant to the curriculum and are set to reinforce and extend learning.

If, on individual occasions, homework is not completed and submitted as requested, children will be given a reminder and asked to submit it on the following day.

If there are repeated issues of children not completing homework at KS1, it is expected that the teacher will speak to parents to let them know of the situation and to find out any reasons for this.

If there are repeated issues about homework not being completed, children in KS2 may be required to carry out this work at some other time during the school day – during playtime, for example. This is done to encourage children to take responsibility for their learning and to prepare them for the expectations of High School.

Children are not required to complete homework during a break-time before a reminder has been given and time allowed for late submission and teachers may speak with parents to ascertain reasons for non-completion.

The benefits of homework do not outweigh the benefits of good home/school relations.

Teachers recognise that there may be genuine reasons for homework not being completed and use their discretion in how they deal with cases on an individual basis.

Teachers try to promote a positive view of homework and to find ways to encourage willing engagement.

Organisation

All children at Key Stage 1 and Key Stage 2 should be given a Homework Folder. Homework should be returned to school in this folder in good condition.

Regularity of Homework

All classes should have a homework timetable in order that teachers, support staff, parents and children have a shared understanding of when homework will be set and when it will be due for submission.

If this changes for any reason, children and parents should be made aware of the change.

If homework will not be set for any reason, children and parents should be made aware of this decision.

Home/School Partnership

We strive to maintain an active dialogue between pupils, parents, carers and teachers, who are all key partners in children's learning and wellbeing.

We aim to provide opportunities for parents to learn about their child's learning in order that they understand how their child is taught at schools and are able to support them at home.

How much homework should be expected each week?

Year R	Reading				
Year 1	Reading	Spelling	Number		
Year 2	Reading	Spelling	Number		
Year 3	Reading	Spelling	Number	Grammar/Punctuation	
Year 4	Reading	Spelling	Number	Grammar/Punctuation	
Year 5	Reading	Spelling	Number	Grammar/Punctuation	
Year 6	Reading	Spelling	Number	Grammar/Punctuation	Revision exercises in Spring/Summer term

Occasionally, teachers will set homework in a different form or for a different subject. Parents will be made aware of this and time allowance will be made. This homework may be optional.

It is not expected that children in KS1 should spend more than 20 minutes on a task or that children in KS2 should spend more than 30 minutes on a task.