

<b>Contents</b>	<b>Page No.</b>
1. Mission statement	2
2. Policy aims	3
3. DCSF Guidelines	3
4. Types & amount of homework	3
5. Homework and study support facilities	5
6. Role of parents	5
7. Feedback for parents and pupils	5
8. Monitoring arrangements	6
9. Success criteria	7
10. Policy review	7

## Homework / Home Learning

### Aims

- To provide pupils with further opportunities to consolidate and reinforce skills, strategies and concepts
- To 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 education.
- To establish basic life skills promoting a positive attitude and work ethic
- To develop an effective partnership between the school and parents or carers in achieving the aims of the school.

### DFE Guidelines

The DCFS Homework Guidelines suggests that homework makes the greatest contribution to learning when:

- pupils, parents or carers are very clear about what they need to do;
- parents and carers are treated as partners in their children's learning;
- tasks are carefully planned and structured to support progression in learning, as part of the school's curriculum;
- there is a regular programme so that everyone - teachers, pupils, parents or carers know what to expect each week;
- pupils receive prompt, clear feedback on the work they have done;
- homework policies are regularly monitored and evaluated to check that they support pupils' learning in the best possible way.

The purpose of the homework given will change as pupils get older. For children in Key Stage 1, developing a partnership with parents and involving them in their children's learning will have a strong emphasis. There will be an focus on homework that encourages talk between children and their family members. Homework that provides opportunities for writing will also be encouraged. As pupils become older the emphasis will also focus on developing the skills of independent learning. Writing and sharing homework tasks with adults at home will still remain a priority.

### Type and Amounts of Homework



The **recommended time** allocation for homework is:

Class	Time
Years 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

We should remember that the precise amount of time spend on homework is less important that the quality of the tasks.

Although homework for the children of Nursery and Reception age is not covered in the DCFS Guidelines, tasks such as home reading, learning of letter sounds, etc., is very valuable. Beside the obvious benefits in assisting in the development of the

children's basic skills, routines are being established for both parents and children that will be built upon as pupils move through the school.

It is important that a regular pattern is established so that that this becomes routine for pupils and for parents, for example number bonds spellings on Monday etc.

### Key Stage 1

The following are examples of the types of homework which may be given.

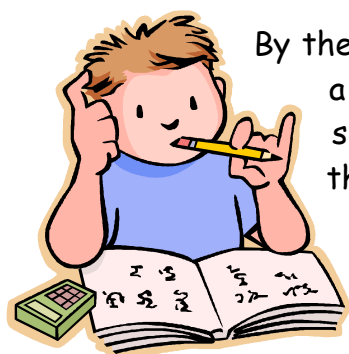


- Learning letter sounds and individual spellings;
- Learning to read and spell high frequency words;
- Reading - Reading Book and Home school reading record to be taken home and children to be encouraged to read each day. Parents are encouraged to make comments and sign the reading log;
- Activities relating to number bonds, multiplication tables, etc;
- Finding out information by talking to an adult;
- Homework may be topic related, for example bringing something into school.



### Key Stage 2

It is important that pupils should gradually get into the habit of being expected to work at home. They should be encouraged to develop personal study skills which require them to devote regular periods to time to studying on their own. All pupils in Key Stage 2 have a *learning log* in which to record their homework. Learning Logs give the pupils a sense of ownership and independence in completing tasks set in their preferred style, e.g. pictorial, using ICT, writing. Obviously, a range of styles is to be encouraged over a period of time.



By the time pupils reach Year 6 their homework programme should cover a wide range of tasks and curriculum content, with a regular weekly schedule. This should not only benefit their learning but also assist the transition into secondary school.

The following are examples of the types of homework which may be given:

- Learning to read and spell medium frequency words;
- Learning more complex spelling patterns and rules (e.g. prefixes and suffixes);
- Sustained reading - Reading Book/ library book and Home school reading record to be taken home and children to be encouraged to read each day. Parents are encouraged to make comments and sign the reading log;
- Activities relating to, multiplication tables, calculation strategies and shape and space etc;
- Finding out information by talking to an adult;
- Homework may be topic related, e.g. Research tasks for various topics;
- Writing tasks covering a range of writing styles, e.g. report, narrative, playscript, persuasive, explanation, poetry.

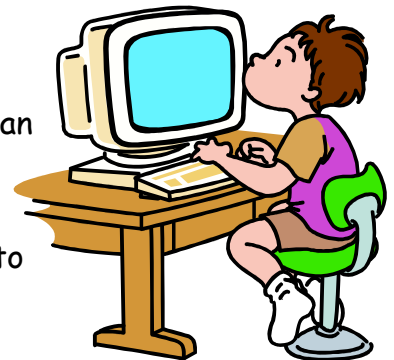
**Tasks started in class should not be given as homework.**

It is expected that Year 6 children will be given increased amounts of homework in preparation for Key Stage 2 SATs. The school provides study guides for Mathematics, English and Science for each child as an aid to their preparations.

### **Homework and Study Support Facilities**

We should:

- always give clear deadlines for completion of homework;
- provide support and guidance for parents, e.g. give an example of calculation strategy to be used;
- take time to discover what the exact problem is for a particular child and suggest strategies for that child to manage their homework.



A weekly homework club also provides additional resources, support and guidance for pupils.

### **Role of Parents**

If our homework policy is to be successful in achieving our aims, then parents and carers must be clear about the ways in which they can support their children.

We will encourage parents and carers to:

- provide a reasonably suitable place in which pupils can do their homework, e.g. quiet, peaceful room without TV, radio, etc;
- provide a place where pupils can work alone, or for younger children together with an adult;
- take an interest in the homework being undertaken;
- make it clear to pupils that they value homework

- explain to their child how homework will help their learning;
- always encourage their child to complete the homework and return it to school on time;
- always praise their child's efforts for completing their homework;
- always find something positive to say when commenting on actual work.

### **Feedback for Parents and Pupils**

When homework is done with an adult at home the child will receive immediate feedback. However, when work is done by a child on his/her own, it is important that the feedback is given as soon as possible. Feedback to pupils can take various forms, for example:

- discussion with individual pupils;
- discussion as part of the introduction to a lesson;
- discussions with a group of pupils;
- written comments;
- praise for completing homework on time.

Providing written feedback for individual pupils is very demanding on our time. We should therefore take this into account when setting the range of tasks for homework so that the work load is manageable.

Feedback for parents and from parents is also important. Parents may wish to comment on whether they think the homework is too long, too short, too easy or difficult. We may also need to give parents information about their child's work.



Opportunities for giving and receiving information include:

- during *Meet & Greet* sessions in the Autumn term;
- discussion during parents' evenings;
- formal meetings with teacher by appointment;
- informal meetings when parents collect their child;
- home school reading log;
- Key Stage 2 Learning Logs.

### **Monitoring Arrangements**

As with other policies, we should constantly be monitoring the impact which these have on standards. This monitoring will be undertaken by:

- the senior leadership team who will monitor the amount of homework given and types of activities set and look at examples of homework tasks
- the Head Teacher who will sample learning logs and other evidence of home learning
- the teacher who will mark home learning.

**Success criteria**

- Pupils complete weekly homework tasks
- Homework is completed in the time set
- Homework is of a high quality and appropriate length
- Parents/carers take an interest in homework
- Homework enhances learning in the classroom
- A positive attitude to homework is developed

**Policy Review**

This policy will be reviewed annually.