



St Swithun's CE Primary School

Homework Policy

Introduction

Homework is an important part of a child's education and can do much to enhance their development and their learning in school. We recognise that time and resources available limit the educational experience that any school by itself can provide; children benefit greatly, therefore, from the mutual support of parents and teachers in encouraging them to learn both at home and at school.

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the essential role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school and we believe that they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

We hope that our policy reflects a balance so that children can extend and consolidate their learning with parental support while still allowing leisure time and 'down time'.

The Aims of this Policy

- ❑ To ensure a consistent approach to homework throughout the school.
- ❑ To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- ❑ To make homework manageable for parents, teachers and children.
- ❑ To ensure that teachers, children, parents and governors are fully aware of the role they play with regard to homework.

The Purpose of Homework

We regard the purpose of homework as being to:

- ❑ enable pupils to make maximum progress in their academic and social development;

- ❑ develop an effective partnership between the school and parents/carers in pursuing the aims of the school and the development of their child;
- ❑ give parents/carers an insight into the children's learning in school;
- ❑ provide opportunities for parents and children to work together;
- ❑ consolidate, reinforce and extend skills and understanding, particularly in English and Mathematics;
- ❑ prepare children for future learning in school, such as 'Big Talk' at home prior to 'Big Write' in school;
- ❑ encourage pupils, as they get older, to develop the confidence and self-discipline needed for independent study and to prepare them for the requirements of secondary school.

The Role of the Governing Body

- ❑ To take responsibility for the effective implementation, monitoring and evaluation of this policy.

The Role of the Headteacher

- ❑ To provide parents/carers with a clear policy regarding homework;
- ❑ To monitor and evaluate the implementation of the policy.

The Role of Class Teachers

Teachers are expected to:

- ❑ integrate homework into their planning, setting a programme of homework that is appropriate to the learning needs of the children and relevant to what they are learning in class;
- ❑ set interesting tasks or activities;
- ❑ explain what, when and how the work is to be done so that each child clearly understands;
- ❑ mark homework in line with the school's feedback and marking policy;
- ❑ use our house points system to reward and praise children who regularly complete homework tasks to the best of their ability;
- ❑ explain the weekly routine for homework (ie when it will be set and due in) in 'new term letters' to parents at the start of Terms 1, 3 and 5;
- ❑ ensure consistency in homework across their teaching team (Saplings, Key Stage 1, Lower Juniors, Upper Juniors);

- ❑ inform parents if there is a problem regarding homework.

The Role of Parent/Carers

We encourage parents/carers to:

- ❑ have conversations with their children on as wide a range of topics as possible, enabling children to develop not only their vocabulary, but their own opinions, and the reasons for those opinions;
- ❑ read to/with their child from Early Years to Year 6 (ideally every day for Early Years/Key Stage 1 children and as often as possible for older children);
- ❑ help their child to complete homework tasks to the best of the his/her ability and to hand it in on time;
- ❑ praise their child when they have completed their homework, creating a positive environment;
- ❑ help their child as they feel necessary, without doing the task for them;
- ❑ provide appropriate conditions (such as a quiet working space) and resources for their child to complete the homework;
- ❑ make it clear that they value homework and that they support the school by explaining how it can help learning;
- ❑ help their child to develop time management and independent study skills, especially when longer projects are set;
- ❑ inform their child's teacher about any issues arising from homework or reasons why it has not been possible for homework to be completed.

The Role of Pupils

At an age-appropriate level, pupils are expected to:

- ❑ make sure they have everything they need to complete their homework each week;
- ❑ listen carefully in class to make sure they understand the tasks that have been set;
- ❑ ask for help from their teacher if they need it, in advance of the date by which the work is due to be handed in;
- ❑ put in the same level of effort, in both content and presentation, as would be expected of class work;
- ❑ hand their homework in on time;
- ❑ respond to any feedback about homework;

- draw to the attention of the School Council any ideas they may have about improving homework in our school.

We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised both at home and at school.

Types and Amount of Homework

A breakdown of the way in which homework is structured at St Swithuns is provided below. This has been designed to encourage a gradual progression of skills and expectations so that by the time children reach Year 6 they have established a clear routine in preparation for secondary school.

Most homework tasks are set for completion over the course of several days, or sometimes longer, so that they can be fitted around family lifestyles and commitments. Other homework, such as reading and learning multiplication tables are proven to be better when completed in shorter, daily sessions.

Homework should be recorded in the following books:

Saplings and Key Stage 1: a homework book and a reading record.

Key Stage 2: two homework books (one for maths, one for English) and a reading record book.

Homework will not be set in the first week of Terms 1, 3 or 5, or in the last week of Terms 2, 4 or 6. Homework will not be set over the Christmas, Easter or summer holidays, although optional activities may be suggested.

The amount of time that children should spend on their homework is intended as a guide. Children should not be spending overly long on their homework, but if a few more minutes would complete the task, then we hope that the children will gain satisfaction from finishing the activity.

Nursery	Daily - having conversations, helping children to extend their vocabulary. Daily - reading stories, nursery rhymes and poems. Counting.
Reception	Daily reading Weekly task, usually connected with a forthcoming area of study.
Year 1	Daily reading – 10 minutes Weekly maths activity – 20 minutes 'Big Talk homework', in preparation for 'Big Write' in school – fortnightly from Term 3 onwards
Year 2	Reading – minimum 5 times per week (daily if possible) Maths – one week a practical maths activity, the next week a directed 'Mathletics' activity (20 minutes) 'Big Talk' (fortnightly, 10 minutes, in preparation for 'Big Write' in school)

Years 3 & 4	<p>Reading – minimum 5 times per week (daily if possible)</p> <p>Learning ‘times tables’ (By the end of Year 4 children should have ‘instant recall’ of multiplication facts in random order up to 10 x 10.)</p> <p>Maths (weekly) – 25 minutes</p> <p>English (weekly) – 25 minutes</p> <p>‘Big Talk’ (fortnightly, 15 minutes, in preparation for ‘Big Write’ in school)</p>
Years 5 & 6	<p>Children are expected to read at home each evening (20 minutes daily). They should be reading a range of genres and should complete their reading record each time.</p> <p>Weekly maths task – 30 minutes</p> <p>Practising times tables (keeping skills sharp) in preparation for weekly ‘Learn-its’ test</p> <p>Weekly English task (usually based on grammar, spelling or punctuation) – 30 minutes</p> <p>Weekly spelling task</p> <p>‘Big Talk’ (fortnightly, 15 minutes, in preparation for ‘Big Write’ in school)</p>

Occasionally, class teachers may set topic-based homework. Depending on the nature of the task, this will either be in addition to, or instead of, weekly maths and/or English homework.

Children attending peripatetic music lessons in school are also expected to practise in their own time.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school. Therefore this policy has been developed through consultation with staff, children, parents and governors.

Signed: (Headteacher):

Signed: (on behalf of the Governors):

Date:

Date for review: