

## Homework Policy

We believe that homework can make an important contribution to pupils' progress at school. The undertaking of regular homework tasks is beneficial in a number of ways.

### AIMS

- To provide a means, amongst others, for the school to develop an effective partnership between home and school and to involve parents in their children's learning.
- To help raise standards of academic achievement for each child in the school.
- To provide children with further opportunities, either independently or in the company of their parents, to consolidate, reinforce and/or extend knowledge, skills and understanding.
- To encourage children to develop the confidence and self-discipline needed to study on their own and to foster a positive attitude towards learning outside school.

### WHAT IS HOMEWORK and WHY DO WE HAVE IT?

Homework refers to any learning activity which children are asked to do outside their normal school day, either on their own or in the company of their parents or carers.

Homework can make a valuable contribution to learning when:

- tasks are carefully planned and structured to support progression in learning, as part of schools' schemes of work;
- there is a regular programme so that everyone: teachers, children and parents or carers know what to expect each week;
- pupils and parents or carers are very clear about what they need to do and by when;
- parents and carers are treated as partners in their children's learning;

### PURPOSE

The purposes of homework change as children get older.

For children in Key Stage 1, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose. Short activities of different kinds; simple games, learning spellings and number facts and, of course, reading together, provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As far as possible the activities are adapted for a variety of abilities.

As children get older homework provides an opportunity for them to develop the skills of independent learning. It is important that children should gradually get into the habit of regularly devoting periods of

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time, which may not be long, to study on their own. By the time children reach Year 6 their homework will cover a range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and also ensure that, in relation to homework, their transition to Year 7/secondary school is as smooth as possible.

## **ORGANISATION ACROSS THE SCHOOL**

**Beyond the activities which the class teacher organises for the children in his/her care, we would always encourage children to read, or be read to, for 10 to 20 minutes per night, depending on their age.**

All junior children will be given a list of recommended reads for their year group before the summer holidays. These lists will also be published on the school website.

Suggestions for additional activities to support your child's learning will be published within the curriculum overview for each year group which are sent home at the start of each term.

### **Foundation Stage**

Staff in the foundation stage will advise parents/carers on how they can support their children's learning through everyday activities at home.

Children in the Foundation Stage will have access to our 'Learning Library'; this an opportunity for you and your child to borrow resources and activities from school. All activities are aimed to support your child's development within the Early Years Framework and enable you to help and support your child in their learning at home in a creative and fun way.

In Reception the children may bring home sound books.

### **Year 1**

In this year group spellings to learn will be sent home on Tuesday and the children will be tested on the following Tuesday.

Each half term your child will be given a selection of nine project ideas which will cover a variety of curriculum areas. The expectation is that you and your child will chose at least three activities to complete over the half term. The children's will share and celebrate their learning at the end of each half term.

### **Year 2, Year 3 and Year 4**

In these year groups the children will have spelling sent home each week which will be tested the following week.

Each week the children will be given either a mathematical or an English task to be completed; these will be sent out each week to be returned after the weekend.

The children's learning may be supported by additional topic homework.

### **Year 5 and Year 6**

In these year groups the children will have spellings sent home each week which will be tested the following week.

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Both an English and a mathematical focussed activity will be set on a weekly basis.

Other pieces of homework will be set to support learning as and when appropriate, these will include science and topic based activities. Some project work may be set for completion over a longer time scale.

Year 6 may be given additional homework as required by the curriculum.

A lunchtime club is available on Monday for children who have attempted their homework and need further support.

## **Homework and school holidays**

In the summer holidays the children in the juniors will be asked to research their class authors in preparation for their new year group.

With the exception of Year 6, no homework will be set during other school holidays.

## **THE ROLE OF THE TEACHER**

- The class teachers will provide regular, manageable activities for the children, with clear guidance about what is expected and when it should be completed.
- The teacher will keep a record of completed homework tasks, which will be discussed during meetings.
- As far as possible, the teacher will set homework which he/she feels is appropriate to the needs and abilities of the children. All children, including those with special educational needs, should be set homework which gives them the opportunity to succeed. Tasks should be varied and not solely written assignments.
- Positive celebration of good effort rather than punishment for poor effort forms the basis of teachers' responses to homework.
- The teacher may, if they see suitable, keep the children in at break-time to do incomplete homework.
- Where there is no homework completed over a sustained period, the teacher will contact the parent/carer to discuss the matter.

## **THE ROLE OF THE PARENT/CARER**

- Parents/carers should make it clear to the children that they value homework and support the school by explaining how it can help their learning.
- The parents/carers will prompt children to complete any homework which may have been set.
- Where possible parents may choose to support their children in the completion of the tasks and learn more about their progress.
- It is desirable, where possible, for parents/carers to provide the children with a quiet area to work.
- When children ask for support to complete their homework, parents should be careful to ensure that learning of skills and/or knowledge is not compromised by giving too much help.
- Encourage children and praise them when they have completed their homework.
- If for any reason homework activities become increasingly difficult for the child to complete, or cause negative feelings, distress or unhappiness, the expectation of the school would be for the parents to contact the class teacher to discuss the matter before attempting to resume the work.

## **EQUAL OPPORTUNITIES**

- At all times each child's age, ability, cultural background or any special social arrangements will be taken into consideration when homework is set.
- The same homework will be set for both boys and girls.
- Particular care will be given to adapting homework tasks to suit individual special educational needs. Homework for these children will not be seen as a way of attempting them to catch up with the rest of the class.
- Whilst home generated homework using information technology is to be valued, this should not be celebrated as an expectation for all as not all children will have equal access.

## **HEALTH AND SAFETY**

- Care should be taken to mention any potential health and safety risks when setting homework. For example, a reminder about the dangers of mains electricity when setting the task of looking for sources of energy in the home.
- Children should understand that they are not expected to undertake outdoor activities without the prior knowledge and/or supervision of a parent/carer.
- Children should not be tackling unreasonable amounts of homework. If you feel there is a problem with the amount of time spent on a regular activity please talk to the class teacher.

## **EXCEPTIONS TO THIS POLICY**

If a deadline with a limited timescale is given, we understand that for some children there will be circumstances which prevent them from completing their homework. Many children have busy extra-curricular lives but they should also have time to relax and time to play.

If parents decide to arrange for their annual holiday during term time and the holiday is unauthorised by the Headteacher, homework in the form of missed lessons will not be provided. Similarly when children are unwell and unable to attend school, the class teachers will assume that they need rest to recover from their illness and homework will not be given. In the event that a child is immobilised or, for whatever reason, he/she is unable to attend school for a considerable length of time, then homework will be provided.