

## Homework Policy

### The purposes of homework are to:

- Develop an effective partnership between home and school, which results in improved learning for pupils.
- Harness the expertise of parents and family members and make the most of resources for learning at home and in the community
- Engage in prior learning which is then built upon in school.
- Consolidate or extend school learning.
- Develop skills
- Encourage pupils as they get older to develop confidence and self discipline to study on their own, and prepare them for the requirements of secondary school.

### The aims of the policy are to:

- Ensure consistency of approach throughout the school.
- Ensure progression towards independence and individual responsibility.
- Ensure the needs of the individual are taken into account.
- Ensure parents/carers have a clear understanding about expectations about themselves and their children.
- Improve the quality of learning offered to pupils.
- Provide opportunities for parents/carers, pupils and the school to work in partnership.
- Provide opportunities for parents/carers and their children to work together to enjoy learning experiences.
- Encourage pupils to develop long term strategies for future needs.
- At year 6 to prepare for secondary transfer.

## Progression in homework

In key Stage 1, regular reading is a key part of a child's homework. Parents and carers should listen to their child reading aloud, and support their development of the skills of fluency, pace and expression. They should talk or question their children about the book to develop comprehension. If children are fluent readers then they should read on their own for at least 10 to 20 minutes a day.

**Reading to be done on a daily basis.** Key Stage 2 pupils should read each day for at least 20 minutes and this should be recorded in their reading logs in addition to other forms of homework.

All pupils should complete their weekly Learning Logs which are linked to learning challenges and can be completed in a creative way alongside parents.

Reception	½ per week	Complete Learning Logs
Year 1	1 hour a week	Complete Learning Logs Maths worksheets Weekly Spellings
Year 2	1 hour a week	Complete Learning Logs Maths and SPAG (CGP text books) Weekly Spellings
Year 3 and 4	1 ½ hours a week	Complete Learning Logs Maths and SPAG (a given page/pages of CGP text books or a given activity to complete) Weekly Spellings to learn (10 a week)
Year 5	1 ½ hours a week	Complete Learning Logs Maths and SPAG (a given page/pages of CGP text books or a given activity to complete) Weekly Spellings to learn (10 a week) Science vocabulary, topic work when required.
Year 6	30 minutes per day	Complete Learning Logs Maths and SPAG (a given page/pages of CGP text books or a given activity to complete) Weekly Spellings to learn (10 a week) Regular SAT revision questions/practice/tests to complete during the week

Homework is always set with the interests, needs and abilities of individual learners in mind. For some pupils games, extended tasks or practical activities are more suitable than written homework. At the start of every term in every child's learning log a letter from the class teacher will inform parents letting them about their child's learning challenge for that term. It will outline coverage in key subjects and offer general suggestions about tasks/research parents can do at home with their child to support their learning challenge work in school.

### Completion of Homework

Weekly homework is set on Thursday and due in the following Tuesday. In Year 6, on certain days, shorter pieces of homework may be required in a shorter timeframe; the children will be informed of this and be given responsibility to return it when required. Whilst reminders are given, responsibility to hand in homework rests with the child. If homework is not handed in then the child's name is written in the homework book and the child will complete the homework during dinnertime on the Wednesday after it was due in. A text reminder will be sent to parents every Monday evening. If children's names are repeatedly in the homework book (3 times within a term) a meeting will be set up with parents to ensure they understand the need for completion and their role in supporting their child. Poor quality homework will also be addressed through discussions with parents. If homework is not produced to an acceptable standard then children will complete during Wedne dinnertime homework sessions.

### Homework and pupils with Special or Individual Needs

Homework, where possible, should have as much in common as that given to other children in the class.

Tasks should:

- Each have a clear focus and time guideline
- Be manageable for teachers
- Follow plans for programme discussed with parents/carers and specialist teachers id involved.

### Planning and Co-ordinating homework

Planning for consistency and manageability will be the responsibility of the class teacher.

### Role of parents and carers

Parents and carers should:

- Provide a suitable place where their child can do homework alone or with an adult
- Support the school in explaining how homework can help their child's learning and that they value it.
- Encouraging their child and praise them when they have completed their homework.
- Ask the teacher if they are uncertain about the required task.

### Feedback to parents and carers

All pupils have a home-school reading/homework diary, which can be used by teachers and parents/carers to exchange information concerning homework. Pupils may be asked to discuss homework they have undertaken.

### Marking

All Learning Log homework should have a slip at the bottom of the second page for pupils to self assess, teacher to give brief feedback and parents to comment. Marking of CGP homework is expected to be done by parents alongside the child so that instant feedback and support can be offer – these books come with answer sheets for this reason.

### March 17

### Review Oct 17