

Hill View School

Homework Policy

Updated: Nov 2014

1 Introduction

1.1 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.

1.2 Aims and objectives

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help to continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- At times, reinforce work covered in class by providing further opportunities for the individual pupil.
- To practise or consolidate basic skills and knowledge, especially in Maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently and manage the expectation of completing homework.
- To prepare Year 6 pupils for the transfer to secondary school.
- To help children develop good work habits for the future.

2 Rationale for homework

2.1 We recognise that the 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. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

2.2 Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important 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 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.

3 Types of homework

3.1 We set a variety of homework activities. All children across the school are expected to complete daily, reading homework whether reading to an adult or independent reading.

In Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child.

In FS Reception, we ask parents to complete a practical maths challenge with their children focusing on the everyday application of all areas of maths. Also the parents receive a phonics folder with work completed in school as the children learn sounds, tricky words and blending for reading.

In Key Stage 1, as well as the 10 minutes of daily reading, we ask children to prepare for a weekly spelling test, complete a maths challenge and complete a reading journal activity with their parents. Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it.

- 3.2** At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 3.1 but we expect them to do more tasks independently. We set maths and english homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home. We also set homework as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood.
- 3.3** In Year 3 and 4 we continue to promote daily reading. In addition, children have weekly spellings and timetables or number bonds to learn
- 3.4** Year 5 and 6 children receive more formal homework in preparation for their next stage of learning. They have weekly spellings and mental arithmetic homework which is set according to their ability and need. They are expected to complete their homework on time and take full independent responsibility for handing it in each week.

4 Amount of homework

- 4.1** We increase the amount of homework that we give the children as they move through the school. We expect Key Stage 1 children to spend approximately one hour a week doing homework, although this may well include reading with a parent.

The following are government recommendations as appropriate time allocations for homework activities:

Years 1 and 2 - 1 hour per week
Years 3 and 4 - 1.5 hours per week
Years 5 and 6 - 30 minutes per day

5 Pupils with special educational needs

- 5.1** We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Individual Inclusion Plan (IIP).

6 The role of parents

- 6.1** Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- 6.2** If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented; parents should contact the governing body.

7 Monitoring and review

- 7.1** It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Our governing body may, at any time, request from our Headteacher a report on the way homework is organised in our school.

Date to be reviewed: Nov 2017