



BELMONT PRIMARY SCHOOL

HOMEWORK POLICY

Date of Approval by Governors:

Signed by Chair of Governors:

Date of Review: February 2017

Due for Review: February 2018

Rationale

Homework is an important part of a child's education, and can add much to a child's development. We see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning. Homework plays a positive role in raising a child's level of attainment.

However, 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 activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school. Because of this, we appreciate there may be occasions where your child is unable to complete a task as a result of time constraints. If this occurs, we would ask that your child's class teacher is informed to explain this.

The aims and objectives of homework are:

- To enable pupils to make maximum progress in their academic and social development;
- To help pupils develop the skills of an independent learner;
- To promote cooperation between home and school in supporting each child's learning;
- To enable some aspects of the curriculum to be further explored independently;
- To provide educational experiences not possible in school;
- To consolidate and reinforce the learning done in school and to allow children to practice skills taught in lessons;
- To help children develop good work habits for the future.

Guiding Principles

Teachers will:

- inform parents of class homework policy procedures and expectations at the start of each year;
- ensure that homework is relevant to the child's educational needs and not used as a form of sanction;
- design tasks that provide the opportunity for home and school to work cooperatively to
- support children's learning;
- clearly explain homework with sufficient written instructions and when skill subjects are involved, it should be revision of work that is understood by the pupils;
- ensure student's self discipline and independent learning skills are enhanced in an environment other than school;
- design the task such that it requires an appropriate time commitment and does not impact unreasonably on the development of personal and social skills or "family time";
- contact parents if homework expectations are not being met by their child;
- check and mark homework routinely;

We also ask that parents inform the class teacher at the earliest opportunity if any difficulties are encountered in completing set tasks.

Stress Free Homework at Home

The following recommendations are included as parental information:

- Provide your child with a quiet time and place to do homework. Switch off the TV;
- Siblings need to respect that those engaged in homework should not be disturbed;
- Show a genuine interest in your child's homework and become involved, but refrain from doing it for them;
- Establish a homework routine and be aware of homework procedures;
- Ensure that your child has the tools necessary to complete the homework e.g. pens, pencils, calculator, ruler, eraser, glue, scissors and paper;
- Have an atlas and dictionary in the home;
- Be willing to make the occasional visit to the school and/or public library with your child;
- ***Keep in touch with your child's teacher, especially if difficulties are experienced.***

NOTE: ***Supervised*** access to the internet may assist students engaged in research tasks but should not be considered essential.

All Children

Foundation Stage (nursery)

From January for the older children, phonics work is sent out each week to reinforce the work covered in class. Older children also take home a set of 'action' words' each week. Also, children are encouraged to share a book with an adult at home regularly.

Foundation Stage (Reception)

- Practising high frequency and key words;
- Sharing a book with an adult;
- Reading a book with an adult;
- Mathematical games and activities.
'Holiday Homework is also given usually relating to the areas of mathematics or writing.

Years 1 – 2

(Approximately 10-15 minutes per night in any normal homework week)

Set tasks will usually include the following:

- Learning given spellings;
- A mathematics task (this will commence from October half term for Year One and from the start of the year for Year 2);
- The commencement of learning multiplication tables in Year Two;
- Reading; there is an expectation that this should happen each day.

Years 3, 4 and 5

(Approximately 15 minutes per night or about 1 hour in any normal homework week)

Homework in the primary years is most effective when the teacher develops a simple and effective routine for setting out the homework requirements, distributing the homework and marking it.

Homework should be the vehicle for children, parents and teachers to work together to assist the child's development. **Parents are not expected to "teach" new work.**

In the middle years of primary schooling, homework should provide children with practice and reinforcement opportunities, and introduce them to the process of investigating and researching independently.

Examples of appropriate homework in this area are:

- Practice to reinforce number facts and tables;
- Practice of mathematics taught in class;
- Exposure to research and problem/solving exercises;
- Journal writing;
- Independent and shared reading;
- Spelling, Punctuation and Grammar (SPaG) tasks;
- Learning spelling words;

Year 6

(Approximately 30 minutes per night or about 2 hours in any normal homework week)

Effective homework in the year 6 includes, but goes beyond practice and reinforcement exercises as in previous years. Tasks will often involve a range of activities which are designed to:

- strengthen independent study skills;
- motivate children to study by setting them interesting and challenging tasks that are related to their class work;
- Consolidate and extend knowledge and understanding.

This might include the following:

- The learning and contextualisation of new spellings;
- Spelling, Punctuation and Grammar (SPaG) tasks;
- Mathematics activities;
- Revision.