



Long Sutton Primary School

Homework Policy

1 Introduction

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.

2 Rationale for homework

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. 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.

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 Aims and objectives

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 a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

4 Types of homework

In the Foundation Stage we encourage the children to read by giving them books to take home to share with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. The children have keywords to learn to read. Each term the children receive a set of challenges to work on at home.

In Year 1 children are expected to read daily at home. They learn spellings which are distributed weekly. The children are given a homework challenge grid which they work on over the term. There is a compulsory maths task on the challenge grid. **Year 2** children also are expected to read daily. They

have weekly spellings and group reading homework. The Year 2 children also have a homework challenge grid.

At Key Stage 2 all the children have a homework challenge grid with activities that support their learning in school. They are expected to read regularly at home and to complete group reading homework. They have spellings which are given weekly and they also have a termly list of spellings in their homework books. Children are also expected to practise times tables weekly.

Homework is in a homework book. There are also copies of challenges on the school website.

A homework club runs for children to complete homework in school one evening a week.

5 Amount of homework

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, which will include reading with a parent.
- We expect children in years 3 and 4 to spend approximately 1hour and 30 minutes each week on homework
- Children in years 5 and 6 to spend up to two hours weekly.

Teachers will monitor that children are attempting homework tasks and will inform parents if additional support is needed to encourage all children to be able to carryout homework tasks satisfactorily. All work completed on time will be responded to orally or in writing so that children see that their efforts are valued.

6 Pupils with special educational needs

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 Education Plans (IEPs).

7 The role of parents

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.

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.

Signed: Headteacher

Signed: Chair of Governors

Date of Review:Jun 2017..... Date of Next Review:Jun 2018.....

