



Callowell Primary School Homework Policy

Rational

The staff and Governors of Callowell Primary School believe that homework plays an integral part in the learning process of every child. It is designed to consolidate, extend and stimulate a child's educational development, to enable children to become secondary ready and equip them with good skills for life.

Callowell Primary School's expectations:

- **Reception** Phonic reinforcement and reading, maths games and poems
- **Years 1 & 2** Includes such tasks as reading, spellings, other literacy work and number work.
- **Years 3 and 4** Includes such tasks as literacy and numeracy with occasional assignments in other subjects.
- **Years 5 & 6** A regular weekly schedule with continued emphasis on literacy and numeracy which includes problem solving activities, but also ranging widely over the curriculum.

All pupils are expected to complete homework.

In KS1 children will begin with learning words, poems, rhymes and numbers. From Y1 upwards, pupils will be expected to develop their literacy and numeracy skills through learning tables and spellings as well as reading on a regular basis. Little and often reinforces the learning in class.

In KS2 homework will be set regularly. Homework should be completed in pencil.

It is the pupil's responsibility to ensure that they take their homework home, complete the given tasks and return it by the requested time. If homework is not completed to a suitable standard pupils will be required to attend a lunchtime learning support session and parents will be informed if it is a regular occurrence. It is important that parents support their child in understanding their homework by:

- Supporting and encouraging their child in their studies.
- Encouraging reading and the learning of tables.
- Ensuring that their child's homework is completed to the best of their ability and at an appropriate time.
- Encouraging their child to complete homework independently.

Homework should link to learning units. It will link with the lessons that have taken place in class, be a means of preparing the child for a future task or consolidate work not understood. Activities will either be self-marking, marked by the child in the lesson or marked by the teacher at a later stage.

Special Educational Needs

Work will be differentiated either by outcome or by task, to suit all abilities.

Policy agreed and approved October 2014

Reviewed October 2016

Signed: *E. Howell* (Chair of Governors) Date: 06.12.14