

IBSTOCK JUNIOR SCHOOL HOMEWORK POLICY

1. THE PURPOSE OF HOMEWORK

We regard the purpose of homework as being to:

- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school.
- consolidate and reinforce skills and understanding, particularly in English and mathematics;
- exploit resources for learning at home.
- extend school learning, for example through additional reading, spelling and times table practice.
- enable the teacher to see if a child can work on a task independently of work completed in class.
- encourage pupils as they get older to develop the confidence and self discipline needed to study on their own, and to prepare them for the requirements of future learning.

2. THE AIMS OF THE POLICY

Through this policy we aim to:

- ensure consistency of approach throughout the school;
- ensure progression towards independence and individual responsibility;
- ensure the needs of the individual pupil are taken into account;
- ensure parents/guardians have a clear understanding about expectations from themselves and the pupil;
- improve the quality of learning experience offered to pupils;
- extend and support the learning experience via reinforcement and revision;
- provide opportunities for parents, pupils and school to work in partnership;
- provide opportunities for parents and pupils to work together to enjoy learning experiences;
- encourage children to develop long term strategies for future needs;
- at year 6, to prepare children for transfer to key stage 3.

3. THE NATURE OF HOMEWORK

The nature of homework will change as children get older. For younger children, a developing partnership with parents or carers which, involves them actively in children's learning is a key objective.

Short activities of different kinds - simple games, learning spellings and number facts and reading together - provide a very important opportunity for younger children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older, homework provides an opportunity for them to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own.

By the time children reach Year 6 their homework programme will cover a wide range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and also ensure that, in relation to homework as much as to other aspects, their transition to Year 7 / secondary school is as smooth as possible.

In order for all children to access their learning the school can offer them resources needed to complete homework such as paper, ruler, colouring pencils. If the child requires access to a computer which they do not have at home alternative provision will be made.

4. THE TIME TO BE SPENT ON HOMEWORK

The amount of time and the focus of the homework set by the school will reflect the broad guidance issued by Government:

YEAR GROUP	AMOUNT	ACTIVITIES
Years 3 and 4	1.5 hours per week	English (including reading) and Mathematics with occasional work in other subjects and Times Tables work.

YEAR GROUP	AMOUNT	ACTIVITIES
Years 5 and 6	2.5 hours per week	A regular weekly menu with continued emphasis on English, Reading and Mathematics but also ranging widely over the curriculum. Times Tables work.

Homework tasks will be planned as part of our school's schemes of work for different areas of the curriculum, particularly literacy and numeracy. Homework will not, in

general, be used to finish off work started in class. The school believes a regular pattern is important, particularly for English and Mathematics, it will endeavour to establish a familiar routine.

5. SPECIAL EDUCATIONAL NEEDS

Setting the right type and amount of homework for children with special educational needs will need careful consideration by the class teacher and co-ordination with both the Special Educational Needs Co-ordinator and parents. The purposes of homework outlined in this policy should apply equally to pupils with special educational needs. Whilst these children may benefit from special tasks separate from the homework set for other children in the class it is important that they should do as much in common with other children as possible. Homework tasks for these children should:

- have a very clear focus and time-guideline;
- give plenty of opportunities for pupils to succeed;
- help develop social as well as other skills where necessary;
- be varied - and not purely written assignments;
- be manageable for teachers.

6. THE ROLE OF PARENTS AND CARERS

The school recognises that parents and carers have a key role to play in supporting pupils' homework. The nature of this role will change as children get older. For much of their homework, particularly with younger children, parents and carers will be encouraged as far as possible to become actively involved in joint homework activities. We actively encourage parents to:

- provide a reasonably peaceful, suitable place in which pupils can do their homework - alone or, more often for younger children, together with an adult - or help pupils attend other places where homework can be done, such as homework clubs or study support centres;
- make it clear to pupils that they value homework, support the school in explaining how it can help their learning and complete evaluation grids as needed
- encourage pupils and praise them when they have completed homework;

7. MARKING

The school recognises the importance of providing prompt and accurate feedback to pupils, parents and carers on how well homework tasks have been tackled and the knowledge, skills and understanding that are being developed. Teachers will follow the guidelines set out in the Marking Policy. A variety of methods will be used to provide feedback and these will vary according to the age of the pupil. We use a grid to encourage the child, classmates, parents and teacher to comment on work.

8. INFORMING AND CONSULTING PARENTS AND CARERS ABOUT THE HOMEWORK POLICY

Parents' evenings will be used to promote partnership and obtain feedback on the policy. Parents will be informed about any significant changes to the policy that are being considered by the Governing Body and views will be invited.

9. OTHER CHILDHOOD ACTIVITIES

The school does not believe that homework should get in the way of pupils' participation in other enriching activities such as sports, hobbies and visits. As far as practically possible, the school will work with parents and carers to ensure that all pupils have the opportunity to participate in such activities.