



**KIRKBY & GREAT BROUGHTON CHURCH OF ENGLAND**  
**VOLUNTARY AIDED PRIMARY SCHOOL**

# **HOMework POLICY**

## **2016**

In order that our pupils can attain the highest standard (spiritual, moral, social, cultural and academic) we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

### Aims

- To allow for practice and consolidation of work done in class and to allow for the preparation of future class work.
- To help parents gain an insight into their child's schoolwork, enlist their cooperation and support and create channels for home-school dialogue.
- To exploit resources for learning, of all kinds, at home (libraries, museums, family members)
- To provide opportunities for individualised work
- To enhance pupils' learning skills by training them to plan and organise their time
- To assess pupils' progress and understanding of work and provide evidence for the evaluation of teaching

### Guidelines

It is expected that, up to Y4, parents will work with and support children when they are doing their homework. From Y5 onwards, children will increasingly be expected to do their homework on their own. This will help them prepare for the demands of secondary education.

### KS1

- The key purpose is to develop the partnership with parents and involve them actively in children's learning. Therefore the activities given (eg. games, spelling, reading, number facts, research) may not be described as 'homework'.

KS2

- As children get older the main purpose will increasingly become an opportunity for them to develop the skills of independent learning.

Homework should not be regularly used for "finishing off" work carried out in class as this imposes too light a burden on some pupils and too heavy a burden on others.

The precise amount of time set for homework is less important than the inherent value of the tasks. Here is a recommendation:

Reception: 1 hour spread over the week  
Y1/2: 1 hour spread over the week  
Y3/4: 1  $\frac{1}{2}$  hours spread over the week  
Y5/6: 2  $\frac{1}{2}$  hours spread over the week

The above includes time spent reading and learning spellings.

Whilst all children have special or individual learning needs, it is recognised that some SEN pupils may benefit from separate tasks (IEP related) from the rest of the class. On the other hand, it is important that they do as much in common with other children as possible. A balance between these two objectives can be achieved through close cooperation between class teacher, child and parents.

Every effort will be made to ensure that homework set is appropriate for individual children; tasks will normally be easier than those undertaken in class.

We try to ensure that instructions concerning homework are clear to everyone in class and aim to respond to and/or mark homework regularly. Parents are encouraged to provide feedback either through a comment in reading record books or a note sent in via the child.

In the class letters sent out to parents at the beginning of each term teachers will provide details of the homework expectations for that period.