

BEAN PRIMARY SCHOOL
HOMEWORK POLICY

Introduction

We believe that some form of work at home is desirable for all primary age children. In agreeing with this, we also acknowledge that the right balance is difficult to achieve as some children don't initially associate home with more formal learning tasks.

At Bean School we believe that at different times, homework should be used to prepare, reinforce, practise and consolidate children's school work, and it should always be a positive experience. For older children it is important in helping them to prepare for life at secondary school.

Aims and Expectations

Reading is the priority. **Regular reading is vital.** It is essential that every child reads every day. We encourage parents/carers to read for a short time **with** their child, sharing text and enjoying a pleasurable experience. Parents/carers are not expected to "teach" reading although we would encourage parents to become familiar with our phonics approach, which is Read Write Inc. More information can be found about this on the website. If a child gets stuck on a word, we'd encourage parents to read the word to aid fluency and enjoyment.

Homework should be manageable for children, teachers, parents and carers as well as educationally beneficial.

Homework is set:

- to offer an opportunity for interaction between parent/carer and child;
- to enable children to develop the skills of independent learning;
- to reinforce, praise and/or finish work (tasks are carefully planned and structured to support progression in learning, as part of the school's curriculum);
- to encourage a sense of responsibility in children and commitment to their work;
- to help prepare older children for secondary school.

From Year 1-6, teachers set homework on a Friday which is due in the following Wednesday. In Reception, homework is given out when the teacher considers it to be appropriate. We neither want nor expect parents/carers to **do** the homework, but encourage discussion and support. A reasonable amount of time spent on homework should be appropriate to each year group (see below).

Children who request to finish or extend work at home may be allowed to do so, at the teacher's discretion.

Content and time allocations

There needs to be consistent practice across the school in setting, managing and marking the homework and giving feedback, and a regular programme so that everyone involved in the child's education knows what to expect each week. Homework will follow the curriculum so that children are familiar with the types of tasks set each week. The length of time that tasks take will vary in nature; we believe that regular homework is key to help children settle into routines.

WHO?	HOW LONG?	WHAT?
YR (Foundation Stage) and Years 1 and 2 (KS1)	At least 10 minutes reading every day and no more than 10 minutes per day on any other homework if set.	Reading; phonics, word recognition and learning; spellings; learning tables; maths; research - open questions to challenge.
Years 3 and 4 (Lower KS2)	10 minutes reading every day, and up to a total of 20 minutes on other tasks, if given.	Reading Journal; spellings, with associated language work; learning tables; maths; work to finish; research - open questions to challenge.
Years 5 and 6 (Upper KS2)	15 minutes reading every day, and up to a	Reading Journal; spellings; some literacy

	total of 30 minutes on other tasks, if given.	work eg second drafts of work already begun; learning tables; maths; written work to finish; research - open questions to challenge; class projects.
--	---	--

Home - School Agreements

We believe that work at home is an important part of such an agreement in helping to maintain parents'/carers' commitment to homework, which is essential if it is to be effective. Therefore, a Home-School Agreement is sent home to each new entrant to the School.

Conclusion

We firmly believe in the beneficial value of homework to enhance children's education and move them forward in their learning. We also believe in the importance of doing homework in a calm, quiet environment, conducive to promoting learning.

Equal Opportunities Statement

We ensure that the potential of every child is maximized irrespective of ability, disability, race, gender, religion, and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

Revised by Senior Leadership Team

Ratified: April 2016

Review Date: April 2019

