

BARNBY DUN PRIMARY ACADEMY

HOMework POLICY

At Barnby Dun Primary, homework forms an important part of the school curriculum and is used to reinforce work we do in school and support children's learning and progress. We believe the homework should:

- contribute to the development of an effective home/school partnership.
- be used to consolidate and reinforce children's skills and understanding, particularly in literacy and numeracy.
- provide opportunities to use learning resources at home.
- extend school learning (e.g. through additional research).
- enable children to pursue areas of particular interest.
- develop good work habits by encouraging children to increasingly develop the confidence and self discipline needed to study at home.
- increasingly prepare children for the requirements of secondary school.

Definition

The purpose and nature of 'homework' changes as the children progress through school from reception to year 6. Throughout this policy 'homework' refers to any work or activities which children are asked to do outside normal lesson time, either on their own or with parents or carers.

AIMS

Through our Homework Policy, we aim to :

- ensure a consistent approach throughout school.
- enable children to develop independence, resilience and individual responsibility.
- ensure the needs of children of all ages and abilities are met.
- ensure the needs of each individual child are taken into account.
- extend and support the learning experiences we provide in school by reinforcement, practise and revision at home.
- enlist the support of parents/carers by ensuring they have a clear understanding of our expectations of their children and themselves.
- provide opportunities for parents and children to enjoy learning together.
- provide opportunities for parents, children and the school to work together in partnership.
- enable children in year 6 to be prepared for the demands of secondary education.

OBJECTIVES

In order to achieve our aims:

Teachers should:

- ensure that homework has an important status in the classroom and communicate this to the children.
- provide homework which supports and extends the learning in school.
- ensure that the homework given matches the ability of the child.
- ensure that all children are clear about what is expected of them.
- provide regular appropriate feedback to the children.
- maintain a regular dialogue with parents through :-
 - Reading Diaries
 - Homework Diaries
 - Informal/formal meetings and conversations

Children should :

- recognise the importance of homework.
- complete homework tasks thoroughly.
- return work to the teacher on time.
- take care of their Reading Diary/Homework Diary
- take increasing responsibility for organising work done at home.

Parents should:

- provide an appropriate environment where children can do their homework - either alone or with an adult.
- support the school by showing their children that they value homework and its importance in the learning process.

- be encouraging and supportive, by talking about the work and giving praise when homework has been completed.

- maintain a dialogue with the school e.g. signing/commenting in Homework Diaries and Reading Diaries as required.

Responsibilities

The **Class Teacher** is responsible for ensuring that the demands of homework are manageable for the children, their parents and themselves on a day to day basis.

Phase leaders are responsible for ensuring that the Homework Policy is consistently adhered to in each key stage.

The Headteacher is responsible for monitoring the implementation of the homework policy throughout the school.

All staff will be involved in the evaluation of the Homework Policy and any modifications required to improve its success.

Review

This policy will be reviewed annually against the following success criteria:

- Is the homework policy contributing to the progress children make?
- Is the policy contributing to the development of independence, responsibility and positive attitude to learning?
- Does the policy involve parents effectively?
- Is the policy manageable?

Equal opportunities

We are committed to providing a teaching environment conducive to effective and active learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

POLICY IN PRACTICE

Foundation Stage Homework

Examples of home/school communication include scrapbooks, phonics to learn, daily reading practise, involvement in the 'Bear Project' and working towards differentiated targets in literacy and numeracy.

Home/school communication begins with the induction process eg pre-school profile, collection of scrapbooks and discussion between families, children and staff.

Liason continues in October with the first parents' evening at which literacy and numeracy targets are shared and activities to match the targets are given. In the spring term new targets are shared and further activities suggested.

From October, children are expected to practise reading and phonics on a daily basis at home. Staff check home reading books and offer advice every fourth week.

Scrapbooks are sent home at Christmas and Easter for additions and again in the summer ready to share in Y1.

The Bear project begins in January and all children have the opportunity to have the bear at home for a week. On return to school each child enjoys relating home experiences and having their experiences shared and written up for all children to illustrate and read at home.

Homework in Key Stage One

Examples of homework given in KS1

- Regular reading at home forms a major part of 'homework' in KS1.
- Alongside their home/ school reading book the children are given key words to learn to read and spell dependent on their ability.
- Weekly spellings are given on a Friday and tested in class the following Friday.
- Occasional homework tasks may be given as appropriate e.g. a maths sheet linked to work carried out in maths, a finding out activity linked to our topic, a DT task etc.

Frequency of homework

- Reading on a daily basis for approximately 10 minutes.
- Practising reading and spelling key word mats/ cards three times a week.
- Spellings given on a Friday to be tested the following Friday.

- Other homework tasks shall be given on a Friday to be handed in the following Friday.

Home/ School Communication

Examples of how we communicate with parents in KS1 include:

- Informal communication takes place on a daily basis at the beginning or end of the school day.
- Two way communication takes place in the child's home/ school reading record book. Parents are encouraged to write a comment or ask questions about their child's reading.
- Homework tasks on a Friday are to be handed in the following Friday and this will be made explicit on the homework given.
- Homework expectations and examples will also be shared with parents during parents evenings.

Reading books and reading record books should be brought to school every day.

Homework Year 3 / 4

As children enter Lower Key Stage 2, homework becomes more structured. There should be continual emphasis on parental support, but children should be encouraged by teachers and parents to develop increasing independence and responsibility for their homework.

Homework Activities:

- Reading at home is to be continued, even with fluent readers. This is to encourage a positive attitude to reading.
- Learning spellings.
- Literacy, Numeracy or Topic based activities.
- Researching both online and using a range of sources and sharing information with a group or the whole class.
- Learning times tables.
- D.T, Art and Project work.
- Preparing for school productions and concerts.

Frequency:

- Regular reading (10 minutes/night)

- Two learning activities. e.g. tables, spellings, mental maths facts which will be tested on a regular basis.
- One other piece of homework from the above list will be given towards the end of the week. It is anticipated it will take between 20-30 minutes to complete.
- If the homework is a long term project, children will be given several weeks to complete it.

(This may be subject to some variation from week to week depending on circumstances.)

Home/School Communication:

- Children are to record their homework and things to remember in their homework diaries. Parents sign when homework is completed and are invited to make a comment. Teachers and Teaching Assistants will monitor homework diaries on a regular basis.
- Homework will be verbally discussed and shared as a class.
- Effort points given for returning homework reviewed on time.
- If homework is persistently missed then it will be discussed with parents at parents' evening.
- Learning tasks will be tested regularly.
- Reading Records (for those children who still have them) will be monitored by Teachers and Teaching Assistants on a weekly basis.

It must be emphasised that both homework and reading diaries should be brought to school everyday.

Year 5/6 Homework

Children in year 5 and 6 will be set homework twice weekly. This will consist of a maths and a literacy task.

Maths and literacy homework could include 'learning by heart' eg times tables, written activities or an on-line task. In addition, spellings will be given weekly and it is expected that children will read independently for 10 minutes each evening. Each piece of weekly homework should take around half an hour to complete, although children may choose to do more and this will always be celebrated.

Occasionally pupils will be given topic or science based tasks which are more open-ended. This could include independent research, to compile their own project or to design and make a product. Extended time will be given for the completion of such homework, eg a few weeks.

Home/school communication takes place in homework diaries. Parents are expected to sign to acknowledge completion of a task and a member of staff will also sign to acknowledge receipt. If parents would like to write an additional comment in the homework diary, the class teacher will respond as soon as possible.

CR + all teaching staff

Reviewed Feb 2016