



# Kibworth CE Primary School

A place of discovery and friendship

## Homework Policy

### BACKGROUND

Research over a number of years has shown that homework or home activities can make an important contribution to children's progress at school. Although homework policies are not statutory, they may be taken into account in inspections of schools by OFSTED.

This policy should be an important source of guidance and information for teachers and parents, ensuring that homework arrangements are manageable as well as educationally beneficial. It will be secure when:-

1. Children and parents or carers are very clear about what they need to do.
2. Parents and carers are treated as partners in their child's learning.
3. Tasks are carefully planned and structured to support progression in learning, as part of the school's schemes of work.
4. There is a regular programme so that everyone- teachers, children and parents or carers - knows what to expect each week.
5. Children receive prompt clear feedback on their work.
6. There is firm leadership and a team approach to ensure consistent practice.
7. The policy is regularly monitored and evaluated to check that it supports children's learning in the best possible way.

### 1. DEFINITIONS

Homework refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. It refers not merely to formal exercises but includes such activities as reading with, or being read to by, parents and carers. Mathematics may include number games and practical weighing, measuring and counting activities.

### 2. THE PURPOSE OF HOMEWORK

Homework has a vital role in raising the standards of achievement of pupils in school and has many facets. It is intended to:-

- Support, consolidate or extend skills and understanding already introduced in school (particularly in literacy and numeracy).
- Extend the quality of learning experience offered to pupils.
- Enlist parental support to enrich resources for learning, of all kinds, at home.
- Provide direct information about what and how the child is learning in school.
- Develop individual interests in topics not directly related to school work.

- Enable teachers, parents/carers and pupils to work in partnership, sharing enjoyable learning experiences, assessing learning and deciding future learning objectives.
- Ensure progression towards independence and individual responsibility.
- Develop personal organisational skills, work attitudes and personal attributes e.g. initiative, self-discipline, self-confidence. These skills and qualities will be particularly important in the secondary school.

### 3. TYPE AND AMOUNT OF HOMEWORK

Given the wide range of purposes of homework it is clear that the type and amount of homework will be determined by a combination of two key factors:-

1. The purpose of the particular activity.
2. The age, ability and aptitude of the child.

The amount of time spent on homework is perhaps less important than the quality of the tasks set and the way they are planned to support learning. There will be increasing emphasis on promoting independence and responsibility as the children progress through the school. Work may be differentiated or take the form of more open-ended investigative tasks. Shorter tasks may be set during the week with more extended or challenging tasks set at weekends or before holidays. Care will be taken to ensure that the amount set is even and balanced.

The school notes the following government’s recommendations relating to **home activities**:-

| <b>RECOMMENDED WEEKLY TIME ALLOCATION</b> |                                     |
|---|-------------------------------------|
|   | <b>READING AND OTHER ACTIVITIES</b> |
| <b>RECEPTION YEAR</b>                     | 1 HOUR                              |
| <b>YEARS 1 AND 2</b>                      | 1 HOUR AND 15 MINUTES               |
| <b>YEARS 3 AND 4</b>                      | 1 HOUR AND 30 MINUTES               |
| <b>YEAR 5 AND 6</b>                       | 2 HOURS AND 30 MINUTES              |
| (Homework: Guidelines for schools DfES)   |                                     |

We feel it is important that after a full and challenging day at school a period of relaxation and recreation is vital for pupils’ personal, social, moral, spiritual, cultural and physical development. In view of this it is important for teachers, pupils, parents and carers to appreciate that:-

- These are **average** figures and do not reflect the variation which may occur from day to day or week to week.
- The figures refer to a full and diverse range of ‘home activities’ and not merely formal written exercises.
- The figures should be taken as guidance only and care should be taken not to exceed them on a regular basis.

| <b>EXAMPLES OF WEEKLY HOME ACTIVITIES</b>   |   |
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| <b>RECEPTION YEAR<br/>(1 HOUR PER WEEK)</b> | <ol style="list-style-type: none"> <li>1. Reading books sent home for children to practise reading.</li> <li>2. Key words to be learned.</li> <li>3. Selecting items to bring to school for the ‘sounds table’ to develop phonics knowledge.</li> <li>4. Handwriting sheets to practise letter formation.</li> <li>5. Practical numeracy activities e.g. snakes and ladders, laying the table.</li> <li>6. Investigative activities to find information to support topics studied in school (science etc).</li> </ol> |

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| <p><b>YEARS 1 AND 2</b></p> <p><b>(1 HOUR AND 15 MINUTES PER WEEK)</b></p> | <ol style="list-style-type: none"> <li>1. Reading books sent home for children to practise reading. Year 2 children will be introduced to various Reading Challenges.</li> <li>2. Key words to be learned.</li> <li>3. Activities to develop phonics knowledge.</li> <li>4. Handwriting sheets to practice letter formation.</li> <li>5. Practical numeracy activities e.g. shopping.</li> <li>6. Learning appropriate times tables and number facts.</li> <li>7. Investigative activities e.g. finding information to support topics studied in school (science etc).</li> <li>8. Spelling activities which enable children to recognise word families e.g. str.....</li> </ol> |
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| <p><b>YEARS 3 AND 4</b></p> <p><b>(1 HOUR AND 30 MINUTES PER WEEK)</b></p> | <ol style="list-style-type: none"> <li>1. Reading books sent home for children to practise reading (These may be reinforced with various Reading Challenges).</li> <li>2. Handwriting sheets to practice cursive writing skills where appropriate.</li> <li>3. Spelling activities which enable children to recognise word or more complex letter combinations. Children may often be required to extend word lists by finding their own examples.</li> <li>4. Practical activities involving mathematics in the real world e.g. comparing prices of different items whilst shopping.</li> <li>5. Learning appropriate times tables and number facts.</li> <li>6. Follow-up work and activities from the mathematics work done in class.</li> <li>7. Investigative activities finding information to support topics studied in school (science etc). These may take the form of extended research topics.</li> </ol> |
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| <p><b>YEAR 5 AND 6</b></p> <p><b>(2 HOURS AND 30 MINUTES PER WEEK)</b></p> | <ol style="list-style-type: none"> <li>1. Reading books sent home for children to practise reading (These may be reinforced with Reading Challenges).</li> <li>2. Handwriting sheets to practice cursive writing skills where appropriate.</li> <li>3. Spelling activities which enable children to learn about word families, involving more complex letter combinations These will often require children to extend word lists by finding their own examples.</li> <li>4. Practical activities involving mathematics in the real world e.g. reading travel timetables.</li> <li>5. Learning appropriate times tables and number facts.</li> <li>6. Follow-up work and activities from the mathematics work done in class scheme.</li> <li>7. Investigative activities involving finding information to support topics studied in school (science etc). These may take the form of extended research topics.</li> <li>8. Reinforcement of core knowledge and skills learned in topics on history/geography/science etc.</li> </ol> |
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## NOTES

Please note the following:-

1. Homework tasks should be balanced throughout the week. Children will not necessarily be expected to do homework tasks every day.
2. It may sometimes be appropriate to split the spelling homework tasks into 2 sessions, the first would be the main learning session with a revision session later in the week.
3. There may be occasions when additional time is allocated to specific subjects to allow time for extended pieces of writing for example. On such occasions, time spent on other subjects will be reduced. The total allocation of time should not be increased.

There may be special times during the school year when the normal homework timetable is modified or suspended e.g. when children are learning parts for school productions, during Technology Competitions etc.

#### **4. COMMUNICATION ABOUT HOMEWORK ACTIVITIES**

Specific homework tasks and activities for pupils will be organised by the children's class teachers each week. These tasks will be set out in a homework book or folder by each child. The homework book/folder should be taken home and returned to school on a weekly basis. Parental support is requested to help children with the organisation of their homework and to take care of their homework book/folder.

#### **5. SPECIAL EDUCATIONAL NEEDS**

Generally, it is important that children with special educational needs should do as much in common with other children as possible. However, setting appropriate homework which does not demand too much or too little of them is a task requiring close co-ordination between class teachers, special needs co-ordinators and parents/carers. In accordance with the policy for all children, homework tasks should:-

- Have a clear focus and time-guideline.
- Give ample opportunities for pupils to succeed.
- Help develop social as well as other skills where appropriate.
- Be varied, enabling not purely written response.
- Be manageable by teachers, pupils and parents/carers.

#### **6. MANAGEMENT OF HOMEWORK**

The class teacher shall be the person responsible for ensuring that the demands of homework are manageable for pupils on a day to day basis. It is imperative that the demands on pupils are even and balanced. Homework booklets/folders which include information about weekly homework tasks will be given to each child to support this.

It is important to ensure that the provision and marking of homework does not become so burdensome that the quality of educational provision in school suffers. Activities provided will not merely be written exercises but will include the range of learning opportunities listed earlier.

In general, teachers will find that the provision of a regular pattern to homework will be helpful in establishing a routine with children. e.g. spellings on a particular day. However, it is important to allow more than one evening for homework to be completed (to allow for any out of school activities) and to allow extended periods of time when appropriate.

#### **7. ROLE OF PARENTS AND CARERS**

Information for parents and carers about the school's policy for homework is sent to parents each year. There are additional booklets which support children's learning in Reading, Spelling, Speaking and Listening and Mathematics. These are given to new parents and are available from the school upon request.

In general parents are encouraged to:-

- Get to know what their child's homework tasks are each week by reading information provided by the class teacher.
- Provide a suitable place in which children can do their homework either alone or with the support of an adult or sibling.
- Support children with the organisation of their homework.
- Make it clear to pupils that they value homework and support the school in explaining how it can help their learning.
- Become actively involved in the homework activities of young children.
- Encourage pupils and praise them when they have completed homework.
- Expect older children to meet deadlines and check that they have done so.
- Support the school in monitoring pupils' homework.

## **8. FEEDBACK TO CHILDREN FROM PARENTS, CARERS AND TEACHERS**

Parents and carers have a vital role in providing immediate feedback to children as their homework progresses. Generally, the earlier the children receive feedback from teachers, the more effective it is. It is important that children's efforts are acknowledged and valued. From time to time, reference to the achievement of specific pupils will be made in class, key stage and whole school assemblies. Homework booklets/folders and Reading record booklets are available to facilitate home/school communication.

## **9. ARRANGEMENTS FOR MONITORING, EVALUATING AND REVIEWING THE HOMEWORK POLICY**

The implementation of the homework policy will be monitored by the SMT supported by Core-Subject Leaders with reports presented to the Senior Management Team and governors.

The policy will be reviewed with all staff in October 2013. Parents' satisfaction with homework provision will be sought each year through a parents' survey. The results of the review will be shared with pupils, parents, staff and governors.

Thereafter, whole school staff meetings will be held to review the effectiveness of the policy. A key criterion in assessing the policy's effectiveness will be the extent to which homework contributes towards the progress which pupils make at school and towards their attitude to learning.