

Lightwoods School

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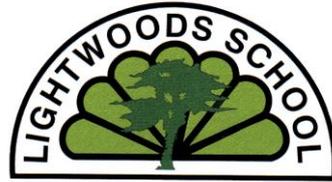
TITLE:

Homework Policy

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Lightwoods Primary School

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. 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.

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.

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:-

RECOMMENDED WEEKLY TIME ALLOCATION	
	READING AND OTHER ACTIVITIES
RECEPTION YEAR	1 HOUR
YEARS 1 AND 2	1 HOUR AND 15 MINUTES
YEARS 3 AND 4	1 HOUR AND 30 MINUTES
YEAR 5 AND 6	2 HOURS AND 30 MINUTES
(Homework: Guidelines for schools DfE)	

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.

EXAMPLES OF WEEKLY HOME ACTIVITIES

RECEPTION YEAR

(1 HOUR PER WEEK)	<ol style="list-style-type: none"> 1. Reading books sent home for children to practise reading every night. 2. Key words to be learned, word boxes sent home daily. 3. Learning sacks sent home children get a sack every half term. 4. Preparing for their show and tell day. We encourage children to bring in items of interest for pupils to discuss. 5. If children need additional support we may send games and activities home to reinforce skills. 6. Handwriting cards sent home every holiday/where needed.
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KEY STAGE 1

<u>Learning Logs</u> Up to 60 minutes each half-term.	A creative, open-ended task will be set to link with class topics. Pupils should expect to complete roughly one learning log activity per half term. Pupils will always have at least 2 weeks to complete their task.
<u>Reading homework</u> 15 minutes daily	It is expected that all children in Key Stage 1 will read every day for at least 15 minutes. This does not have to be their school reading book but could include reading any other reading material, such as books from home, library books, comics etc. It could even include being read to. Please record this reading diet in your child's reading record.
<u>Spelling homework</u> 5 minutes three times per week.	Pupils will receive weekly Speedy Spellings homework – 5 or 10 spellings, linked to phonics and spelling in the new national curriculum. These should be practised at home in a variety of ways. They may use the look, say, cover, write sheets that are sent home but these are not compulsory and do not need to be returned to school. Children are expected to learn the meanings of the words they practise and be able to use them in a sentence.
<u>Reading comprehension</u> 15 minutes per week	In year 1 please spend 5 minutes talking about the story using the questions in the back of the new reading books. Talk about the characters and setting and predict what might happen next. In year 2 a reading comprehension will be set weekly. It is important that the children try to be as independent as possible in this activity.
<u>English Champion</u>	Once a week a challenge will be set for the children to practise their spelling, grammar and punctuation skills. A winner will be chosen in KS1 assembly and presented with a certificate and prize.
<u>Maths</u>	In year 2 homework will be set on MyMaths for children to complete when it links with the maths covered in class. Also daily timetables practise. In year 1 daily practise on reading numbers and number names, number bonds to 20 and counting in steps of 2, 5 and 10 throughout the year.

KEY STAGE 2

<p><u>Learning Logs</u> Up to 60 minutes each half-term.</p>	<p>A creative, open-ended task will be set to link with class topics. Pupils should expect to complete roughly one learning log activity per half term. Pupils will always have at least 1 week to complete their task.</p>
<p><u>Reading homework</u> 15-30 minutes daily</p>	<p>It is expected that all children in Key Stage 2 will read every day for at least 15 minutes. This does not have to be their school reading book but could include reading any other reading material, such as books from home, library books, comics etc. It could even include being read to. This reading diet should be logged in your child's reading record. By the time children</p>
<p><u>Spelling homework</u> 5 minutes, three times per week.</p>	<p>Pupils will receive weekly Speedy Spellings homework – 5 or 10 spellings, linked to phonics and spelling in the new national curriculum. These should be practised at home in a variety of ways. They may use the look, say, cover, write sheets that are sent home but these are not compulsory and do not need to be returned to school. Children are expected to learn the meanings of the words they practise and be able to use them in a sentence.</p>
<p><u>Reading, writing and grammar homework.</u> 30-60 minutes per week</p>	<p>Teachers will set one piece of either reading comprehension, maths or writing (grammar and punctuation) homework each week for your child to complete and return to school. These activities are not expected to take any more than 60 minutes in total and, if suitable, could be completed in shorter bursts over a number of days. We would also encourage parents and children to make the most of any other opportunities for reading and writing for enjoyment outside of school.</p>
<p><u>English Champion</u></p>	<p>Once a week, a challenge will be set for the children to practise their spelling, grammar and punctuation skills. A winner will be chosen in KS2 assembly and presented with a certificate and prize.</p>
<p><u>Maths homework</u></p>	<p>Teachers will set one piece of maths homework per week (alternating between writing and reading comprehension). These activities should not take more than 60 minutes to complete. It is also expected that children will regularly practise learning the multiplication tables and related division facts regularly so that they are secure by the end of Year 4. Pupils can access Doodlemaths online at any time. It contains lots of step-by-step tutorials that can support children and parents to embed learning that has taken place in school.</p>

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.

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.

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.

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.

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.

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.

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.