

# Lewknor C of E Primary School Homework Policy

March 2019 – Review March 2022

## Why is homework important?

*“Homework is an important extension of classroom learning. It helps to cement the ideas that children learn at school (or should be learning!), helping things sink in further and expanding their knowledge. The complexity and amount of homework that needs to be carried out obviously increases considerably as children progress through school. The amount of homework given to primary aged children varies, but they are likely to get some on a regular basis. Getting used to doing homework from an early age will definitely be an advantage, as children are more likely to continue doing so as they progress through their school years.”* Early Childhood Education Website

## Introduction

At Lewknor Church of England Primary school we believe that learning at home is an essential part of a good education. Regular homework is important, since it gives pupils the opportunity to practise at home the tasks and activities done in class, and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and, later, in adult life.

Homework activities are an important part of the home/school partnership and all children are expected to take part in a variety of homework tasks to enhance and support their work in class.

## Purpose

By setting regular homework for pupils, we aim to:

- Develop an effective partnership between the school and parents / carers in pursuing the aims of the school and the development of their child.
- Encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and prepare them for the requirements of secondary school.
- Extend and support learning, consolidating and reinforcing skills and understanding, particularly in English and mathematics.
- Ensure parents / carers have a clear understanding about expectations for themselves and the pupils.

Our homework policy is designed to:

- Ensure consistency of approach throughout the school.
- Provide opportunities for parents and pupils to work in partnership and enjoy learning experiences.

## Content of homework

For children in Key Stage 1, the emphasis of homework is on developing a partnership with parents / carers and involving them actively in their child’s learning. The homework at this stage will mainly consist of short activities of different kinds such as simple games, learning spellings and number facts and, of course, reading together. This provides a very important opportunity for young children to talk about what they are learning at school, and to practise key skills in a supportive environment.

As children get older homework provides an opportunity for them to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time to study on their own. By the time children reach years 5 and 6, homework will help their transition to secondary school be as smooth as possible.

Reading - Regular reading is vital. For children in Key Stage 1 homework mainly consists of regular reading with parents / carers and looking at books together. Maintaining regular reading practice and listening to others read is essential throughout school. Children in key stage 2 should be encouraged to read for at least 15 minutes a day.

Other English related homework - This will include learning spellings, practising correct grammar and punctuation.

Maths - In maths, the teacher may set number games and tasks, and more formal exercises for older children, which they can do at home.

### Homework allocation across the school

Year Group	Time Allocation	Activities
Reception	See activities column	⇒ 10 minutes reading to an adult every night. Practise reading high frequency and/or decodable words once a week.
Infants Years 1 & 2	1 hour per week	⇒ 10 minutes reading to an adult every night. ⇒ Learn spellings for a weekly test. ⇒ Maths and English activities – alternate weeks.
Lower Juniors Years 3 & 4	At least 1 ½ hours per week	⇒ 15 minutes reading to an adult every night. ⇒ Learn spelling for a weekly test / sentence writing. ⇒ Practising times tables. ⇒ Maths and English activities – alternate weeks.
Upper Juniors Years 5 & 6	30 minutes per day	⇒ 20 minutes reading every night. ⇒ Learn spelling for a weekly test / sentence writing. ⇒ Practising times tables. ⇒ Maths and English activities – alternate weeks.

### Presentation

Our expectation is that the work children do at home is of the same standard as they produce in school. For example, for older children writing should be using a joined legible script.

## **Managing homework**

Class teachers are responsible for ensuring that the demands of homework are manageable for pupils and parents / carers. Homework will be marked in accordance with the Marking Policy.

Feedback - It is important that feedback is given to pupils, parents / carers as soon as possible. Parents may also write notes to teachers.

This is given in a number of ways:

- immediately by parents or carers
- discussion in class where homework is a part of the class work
- through tests such as tables or spellings
- individual comments from teacher on written assignments
- pupils reviewing the work done in small groups
- presentation of homework in class and school assemblies

Teachers are interested to know how children carried out activities, whether they were too hard / too easy / interesting, etc. Parents, carers and teachers are welcome to record any comments on homework sheets or books. Parents may also comment on whether the time allocation was appropriate or whether the activity was too short / too long. As with all school activities, parents are invited to discuss any queries with their child's class teacher.

### **Staff will support this policy by:**

- providing a range of homework tasks and activities to consolidate and extend learning in class
- ensuring that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability
- giving clear instructions for each homework activity and a learning objective so the purpose of the task is made clear
- communicating with parents and keeping them informed of children's progress, projects and topics to be studied, and their child's individual targets

### **Parents can help to support children by:**

- providing somewhere peaceful for children to work without the distractions of television, other family members and pets
- providing a suitable place, equipped with a comfortable chair, clear table space, good light
- providing encouragement and support to children when they require it
- supporting the school in explaining to children that homework is valued and aids learning
- encouraging pupils and praise them when homework is completed
- being actively involved in the homework of younger children in particular

### **Pupils are expected to:**

- make full use of all the opportunities they are presented with
- tackle home tasks promptly and with a positive attitude
- take pride in presentation and content, acknowledging the high personal standard expected