



This policy was adopted in **September 2017**

This Policy is due for review in **September 2018**

## **GOVERNORS STATEMENT ON HOMEWORK**

The Governors and staff of Bevendean Primary school believe that homework is an important aspect of a child's education. We believe it encourages children to realise that learning can take place outside the classroom as well as promoting independent learning thus encouraging the child to take great responsibility for their personal progress. Homework allows parents, carers and the school, to work in partnership for the benefit of their child.

This policy is based on current government guidelines which emphasise the importance of homework and how it helps your child to learn. The guidelines include how much time pupils might reasonably be expected to spend on homework. While most parents do appreciate the value and importance of this homework, a few feel that we do not set enough whilst others feel there is too much! The amount and type of homework we set is at a level which we believe to be reasonable and manageable as well as in line with the guidance provided.

## **Aims**

Homework is encouraged throughout the school. To be most effective, parents, carers, staff and the children need to understand its purpose.

- It reinforces skills which have been taught in school and gives children the opportunity to practice what they have learnt;
- It encourages self-discipline as the children take responsibility for their learning;
- It promotes independent learning
- It provides teachers with the opportunity to support and extend individual children;
- It sets standards for life and children become accustomed to working at home, preparing them for secondary school and futures employment
- It encourages children to share their learning with parents and carers;
- It encourages parents and carers to become involved with their children's learning

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school. We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time'.

## **Reading**

We would hope that children read daily (alongside the schedule that follows) and that reading for pleasure is valued at all times and is not just confined to the total time spent completing homework. This would include fostering early reading skills, where appropriate. We want to promote a love of reading in every child. We encourage parents and carers to discuss their children's books and ask questions about them to ensure that there is understanding of their book as well as accurate reading.

<b>Year Group</b>	<b>Homework</b>
Nursery	Nursery children are sent home with a '@Rhyme of the Week' to learn and sing at home.
Reception	A task or activity linked to Phonics, Numbers, Letters or topic is set each week; these are usually make or do type activities.
Year 1	A weekly task is set linked to Maths, English or Spelling. Sometimes a more involved task is given linked to the topic.
Year 2	A weekly task is set linked to Maths, English or Spelling. Sometimes a more involved task is given linked to the topic.
Year 3	A weekly task / activity will be set based on Maths, English or Topic. Twice throughout the year, a topic based project will be given that takes up several weeks and is generally more involved than the weekly tasks.
Year 4	A weekly task / activity will be set based on Maths, English, Science or Topic. Twice throughout the year, a topic based project will be given that takes up several weeks and is generally more involved than the weekly tasks.
Year 5	A weekly task / activity will be set based on Maths, English, Science or Topic. Twice throughout the year, a topic based project will be given that takes up several weeks and is generally more involved than the weekly tasks.
Year 6	A list of tasks and activities will be given at the start of the term that are worth varying points (based on Maths, English, Science and topic). The children then earn points by completing these tasks.

### **Responsibilities**

The Headteacher will:

- Promote the school homework policy to staff, parents and pupils
- Monitor and evaluate the efficiency and effectiveness of the policy

The Teacher will:

- Set regular homework activities which will include both practical and written tasks
- Provide adequate and appropriate feedback to pupils through praise and encouragement, marking or testing (as appropriate)
- Set high expectation of pupils in completing homework

Parents and Carers should support their children by:

- Providing a suitable place where your child can do their home learning, somewhere reasonably peaceful, with supervision if appropriate
- Make it clear to your child that you value home learning, and support the school in explaining how it can help raise attainment
- Providing activities that support the activities set by the teacher
- Ensure and check that tasks are completed on time and to a suitable standard
- Being actively involved in joint homework activities with the children
- Contact the children's class teacher if they have any questions of a general nature regarding homework. If parents wish to make a complaint about the school homework policy or the way it is implemented, parent should contact the governing body.

Pupils should:

- Do their best to complete task as instructed
- Ask for help as appropriate
- Gain increased motivation and enjoyment through home learning

### Monitoring and Evaluation

The class teacher is responsible for ensuring that the homework policy is efficiently and effectively implanted within their class. This will be monitored by the Senior Leaders in order to ensure homework is contributing to overall pupil learning and progress.

### Inclusion

All children will have access to homework or that is relevant to their current stage of learning.

### Equal Opportunities

All children are provided with equal access to homework. We aim to provide suitable learning opportunities regardless of gender, religion, ethnicity or home background.