

Roskear Primary and Nursery School

Policy on Homework

1 Introduction

- 1.1 Homework is anything children do outside the normal school day that contributes to pupil learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the pupils' learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

2 Aims and objectives

- 2.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote cooperation between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
 - to help pupils develop good work habits for the future.

3 Types of homework

- 3.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. See appendix 1, attached – guidance for parents.
- 3.2 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we give children books to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings, learn word lists and when appropriate learn number bonds and times tables through the '99 Club'. Sometimes, we ask children to talk and learn about a topic at home prior to studying it in school.
- 3.3 At Key Stage 2, we continue to give children the sort of homework activities outlined in appendix 1 and we expect them to do more tasks independently. We expect the children to consolidate and reinforce the learning done in school through practice at home. Emphasis in KS2 is placed on spellings, reading and learning their times tables along with other tasks set by the teacher appropriate to the age and ability of the pupil.
- 3.4 All pupils are given the *option* of completing a half term homework project linked to their new Topic for the coming half term. Pupils are rewarded with House Points for the completion of this work, along with a certificate for engagement.
- 3.5 Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

4 Amount and completion of homework

- 4.1 As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing

homework, although this may well include reading with a parent. We expect children in Years 3 and 4 to spend approximately 15–20 minutes per night on homework, and children in Years 5 and 6 to spend approximately 30 minutes per night.

- 4.2 As part of the schools' role to help pupils become increasingly independent with their learning, pupils in KS2, that do not complete reading at home, will be kept in for five minutes during the day to catch up with their reading. Pupils in Year 5 and 6 who do not complete their set homework tasks will be asked to stay in for a period of time to complete the learning unless their parent/carer has written to excuse their child.

5 Inclusion and homework

- 5.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs).

6 The role of parents and carers

- 6.1 Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best.

7 Use of ICT

- 7.1 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words.
- 7.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents or carers are advised always to supervise their child's access to the Internet. The School has its own "Online safety" policy.

8 Monitoring and review

- 8.1 SLT (Senior Leadership Team) is responsible for coordinating and monitoring the implementation of this policy.
- 8.2 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents and carers complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way in which homework is organised in our school.
- 8.3 This policy will be reviewed in two years, or earlier if necessary.

Signed:

Date: January 2019

Appendix 1

All year groups are provided with optional 'Topic' tasks to complete over the half term or holidays.

| | Autumn Term | Spring Term | Summer Term |
|--------|---|--|--|
| FS2 | <ul style="list-style-type: none"> - <i>Learning sounds and letters</i> - <i>Number recognition</i> - <i>Bug Club</i> | <ul style="list-style-type: none"> - <i>Learning sounds and letters</i> - <i>Number recognition</i> - <i>Daily reading</i> - <i>Bug Club</i> | <ul style="list-style-type: none"> - <i>Learning sounds and letters</i> - <i>Number recognition</i> - <i>Daily reading</i> - <i>Bug Club</i> |
| Year 1 | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>Spellings</i> - <i>Word recognition</i> - <i>Bug Club</i> - <i>My Maths</i> - <i>99 Club</i> | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>Spellings</i> - <i>Word recognition</i> - <i>Bug Club</i> - <i>My Maths</i> - <i>Phonics activities</i> - <i>99 Club</i> | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>Spellings</i> - <i>Word recognition</i> - <i>Bug Club</i> - <i>My Maths</i> - <i>Phonics activities</i> - <i>99 Club</i> |
| Year 2 | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>Spellings</i> - <i>My Maths</i> - <i>99 Club</i> - <i>Bug Club</i> | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>Spellings</i> - <i>My Maths</i> - <i>99 Club</i> - <i>Bug Club</i> | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>Spellings</i> - <i>My Maths</i> - <i>99 Club</i> - <i>Bug Club</i> |
| Year 3 | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>My Maths</i> - <i>Spelling, punctuation and grammar activities</i> - <i>99 Club</i> | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>My Maths</i> - <i>Spelling, punctuation and grammar activities</i> - <i>99 Club</i> | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>My Maths</i> - <i>Spelling, punctuation and grammar activities</i> - <i>99 Club</i> |
| Year 4 | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>My Maths</i> - <i>Spelling</i> - <i>99 Club</i> | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>My Maths</i> - <i>Spelling</i> - <i>99 Club</i> | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>My Maths</i> - <i>Spelling</i> - <i>99 Club</i> |
| Year 5 | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>Spellings</i> - <i>My Maths</i> - <i>99 Club</i> | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>Spellings</i> - <i>My Maths</i> - <i>99 Club</i> | <ul style="list-style-type: none"> - <i>Daily reading</i> - <i>Spellings</i> - <i>My Maths</i> - <i>99 Club</i> |

| | | | |
|--------|--|---|--|
| Year 6 | <ul style="list-style-type: none">- <i>Daily reading</i>- <i>Spelling activity</i>- <i>SPAG activity</i>- <i>My Maths</i> | <ul style="list-style-type: none">- <i>Daily reading</i>- <i>SATS revision programme</i>- <i>My Maths</i> | <ul style="list-style-type: none">- <i>Daily reading</i>- <i>Learning script for summer show</i>- <i>Creative work</i>- <i>My Maths</i> |
|--------|--|---|--|