

Burwell Village College Primary School

Homework Policy

Introduction

There is no current Department for Education (DfE) guidance on homework and it is not compulsory for schools to set homework. It is for headteachers to decide whether to set homework, and how much is set. However the DfE believe that homework to be an important part of a good education. The last advice from the DfE was the introduction of homework guidelines in 1998. The subsequent updated DfE homework guidance was scrapped in 2012 by the minister leaving it to individual schools to determine homework policy.

At Burwell Homework is anything children do outside the normal school day that contributes to their learning and encompasses a whole variety of activities instigated by teachers and parents to support the children's learning.

Purpose of homework

Homework is a very important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning. Homework is also essential in preparing pupils for the requirements and expectations of secondary school.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils (including guiding & scouting, football, gymnastics, cricket, dance, theatrical groups, riding, church, singing, dog training) We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

The aims and objectives of homework are to:

- enable pupils to make maximum progress in their academic and social development;
- help pupils develop the skills of an independent learner;
- promote cooperation and understanding between home and school in supporting each child's learning;
- provide educational experiences not possible in school;
- consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
- help pupils develop good life skills and work related habits for the future.

Types of homework

Staff and pupils regard homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning. A homework activity grid (Appendix 1) suggests activities and the length of time to be spent on tasks.

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. We give guidance to parents on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings or mathematical number bonds ($6+4=10$) or tables as part of their homework as well as completing mathematical games or challenges. Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the internet.

Burwell Village College Primary School

Homework Policy

At **Key Stage 2** we continue to give children the sort of homework activities outlined in Key Stage 1, but we expect them to do more tasks independently. As well as reading, spellings & tables we set literacy and numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to revise for examinations, as well as to ensure that prior learning has been understood. Much of the homework is done by a “**Homework menu**”. This is a wide ranging list of activities covering literacy, numeracy, research and creative activities often linked to the class topic. Pupils can choose the order in which they do the work over the term. This gives pupils an opportunity to be engaged with their own learning, making choices about what they do, how they do it and when they do it. Sometimes homework is a piece of work which directly supports or rehearses the work undertaken in the class. This may include reading comprehension, Grammar Punctuation or spelling skills, extended writing (letter, recipe etc) number skills, calculation practise, maths problem solving tasks.

Homework is marked according to the general school marking policy. We ask that parents always take the time to read through, check and, in the case of maths and spellings, mark the homework. Instant feedback is far more effective than waiting until the homework is handed in. Completed homework is seen by the teacher, is acknowledged marked and praise is given when suitable. There may be issues which a teacher identifies from the work, which they can follow up in lesson time. Homework certificates are awarded by the Headteacher on a regular basis.

Amount of homework

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 includes 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. This also includes daily reading to an adult and learning spellings.

Inclusion and homework

We set homework for all children as a normal part of school life and the purposes of homework outlined elsewhere in the policy apply equally to pupils with SEN. 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. In addition tasks should:

- Have a very clear focus and time-guideline
- Give plenty of opportunities for pupils to succeed
- Help develop social as well as other skills where necessary
- Be varied – and not purely written assignments

We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings to any form of homework. Many classes hold special homework events so pupils can show their work as well as receiving recognition from the parents in that year group, other pupils in school as well as other members of staff, including the Head Teacher.

The role of parents

Parents have a vital role to play in their child’s education, and homework is an important part of this process. Details of all homework is given on the termly class newsletters. We ask parents 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. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

We acknowledge that homework can sometimes be stressful for the parents. To understand the expected grammar or the current methods of calculation (which are sometimes quite different to how parents remember being taught at school) can be quite daunting. If you ask the class teachers they will gladly explain what ever you need to know.

If parents have any questions about homework, they should, in the first instance, contact the child’s class teacher. If they wish to make a complaint about the school homework policy, or the way it is implemented, parents should contact the Phase Leader for their Key Stage, then the Deputy and ultimately the Head Teacher.

Marking Homework

Homework is used to reinforce particular skills learnt in school (such as maths, spellings or literacy). We ask parents to give timely feedback by checking the accuracy of the work and help the child make corrections. The Teacher will then check the work for accuracy, but not mark it in detail, to identify pupils who have improved and those still with misconceptions.

Burwell Village College Primary School

Homework Policy

Teachers will provide acknowledgement and praise for effort. For on-line work such as MyMaths & Spellodrome the work is automatically assessed and the information is monitored by the teachers.

Use of ICT

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. We make use of on-line learning to reinforce learning including mymaths, spellodrome & espresso coding. For those who have no access to the internet at home we make computers & ipads available to use at school during the school day.

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. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

Monitoring and review

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 complete a questionnaire and during the school's Ofsted inspection, and our governing body pays careful consideration to any homework concern that is raised by any parent.

This policy was written and agreed by the teaching staff and approved by the Curriculum committee. It will be reviewed in Summer 2019 or earlier if necessary.

Signed:

Date:

Burwell Village College Primary School

Homework Policy

Key Stage I Homework Activities. The following is an indication of what happens and may change in line with school needs or national guidance.

Year Group:	Activities include:	Frequency:
Reception	<p>Reading: Sharing a Home reading book., this may be the child reading to the parent/carer or vice versa, including bedtime story. Learning to read High Frequency words using the word cards. Phonics tasks & games to reinforce work in class Practical Homework suggestions are sent out each week which will help reinforce the work in class. These include games, tasks, finding information and activities which will help reinforce their learning. Differentiated weekly homework alternating between literacy and numeracy, consolidating learning from that week</p>	<p>10 minutes Daily with an adult.</p> <p>Practice regularly for a couple of minutes daily. Weekly Weekly</p> <p>Weekly - Introduced in the summer term.</p>
Years One	<p>Reading: Continue to share books together and reading the Home reading book. Remember to divide your time between hearing them read and asking questions about the text. Continue to learn the High Frequency words. Phonics tasks & games to reinforce work in class Differentiated weekly homework alternating between literacy and numeracy, consolidating learning from that week. A 'homework menu' of practical activities children can choose to do in addition to their regular homework during the spring & summer term.</p>	<p>15 minutes daily with an adult.</p> <p>Weekly Weekly Once a week</p> <p>There is a celebratory homework exhibition at the end of each term</p>
Year Two	<p>Reading: Continue reading the Home reading book with an adult. Remember it is not just upon the ability to read but an increased emphasis on asking questions to help them understand the text. Phonics activities to support understanding of Spellings Maths: Alternate MyMaths task or Times tables Literacy? Rehearsal of literacy skills taught in class. Optional 'homework menu, of creative learning tasks based on work going on in class.</p>	<p>20 minutes daily with an adult. If they read 5x week they gat a housepoint.</p> <p>Weekly Weekly</p> <p>This is given out at the start of Spring and Summer term with a celebratory homework exhibition at the end of each term</p>

Burwell Village College Primary School Homework Policy

Year Group:	Activities include:	Frequency:
Years Three and Four	<p>Reading to an adult or, increasingly, reading alone. Continue with the learning of spellings. To know the National Curriculum words from Year 3 & 4 plus the High Frequency words and targeted spellings.</p> <p>Mental maths practice including multiplication and division tables. By the end of year 3 and year 3, children will be tested on ALL the times tables. (up to 12x12?) Sometimes these are presented as division questions e.g. $36 \div 6 = \square$</p> <p>Literacy rehearsal of skills taught in class.</p> <p>Maths: on line tasks linked to current lessons using mymaths.co.uk</p> <p>Topic Homework Menu: A series of tasks set each term. Pupils are set various activities to complete by given date. This may be linked to the class history, geography, science, RE or Design topics. They may include a presentation or talk to the class; completing a written topic folder; designing and building project etc.</p> <p>Computer Coding using Espresso Coding on line (espressocoding.co.uk) Completion of any unfinished classroom activities.</p>	<p>20+ minutes daily. Daily practise of 5 minutes.</p> <p>Daily practice of 5 minutes.</p> <p>Fortnightly If the children want to complete more homework then there are a mixture of activities on the homework menus. These activities cover the other areas of the curriculum as well as reinforce some of the maths concepts. Optional homework task while lessons are taught. When required</p>
Years Five and Six	<p>Independent reading. Continue with learning of spellings. National Curriculum words from Years 5 & 6 and targeted spellings</p> <p>Mental maths times tables and associated division tables up to 12x12</p> <p>Maths: on line tasks linked to current lessons using MyMaths</p> <p>Literacy: differentiated activity to support current lessons.</p> <p>Computer Coding using Espresso Coding on line</p> <p>Topic Homework Menu: A series of tasks set each term. Pupils are set various activities to complete by given date. This may be linked to the class history, geography, science, RE or Design topics. They may include a presentation or talk to the class; completing a written topic folder; designing and building project, learning words for concerts etc.</p>	<p>Daily practice 30 minutes daily. Daily practice of 10 minutes.</p> <p>Daily practice of 10 minutes & a weekly test Fortnightly Fortnightly Optional homework task while lessons are taught. These are completed over an extended period of time. It is suggested that pupils complete a proportion of the project each week and not to leave the task to the last minute.</p>