



HOMework POLICY

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1 Why Homework?

At Stoke Row School we believe that homework can make an important contribution to a child's progress at school. A balanced, well organised homework programme can help children to develop the skills and attitudes that they will need for successful, independent lifelong learning. Homework can extend the challenges open to children and ensure that teaching time is used to best effect. It can support the development of independent learning skills including developing an enquiring mind, flexibility of thinking and the ability to seek information from a variety of sources.

The purposes of homework will change as the children progress through the school. For younger children, developing a supportive education partnership with parents and involving parents actively in their children's learning is the key purpose. Regular reading is the main activity for these younger children.

Shorter activities of different kinds, such as simple games, learning spellings and number facts, provide an important opportunity for younger children to talk to an interested adult about what they are learning and how they are thinking through an activity. They can practice key skills in a supportive environment. As children move through the school it emphasis changes to the development of skills for independent learning and acquiring a self-disciplined approach to completing required tasks set as homework as the transfer to secondary school approaches. There will be some tasks that require children to work unaided

but parents can still be involved by looking through the work produced and discussing content and learning that has resulted from completing the homework task.

Homework should not be burdensome. It should not hinder or prevent participation in other activities that children may do after school such as sporting activities, Brownies or Cubs etc. It should not restrict quality family time or detract from family interests or activities.

To be effective, homework needs to be recognised as part of the partnership between parents, children and school. There needs to be a high expectation from all the partnership that homework will be completed.

When setting homework for the children attending our school we aim to:-

- Provide opportunities for children to consolidate or enhance their learning following lessons during the school day.
- Provide opportunities to acquire skills of independent learning, develop self-discipline and enable each child to feel they can make a positive contribution to the development of their own learning by exploiting resources of all kinds.
- Prepare children for the increased homework demands that will be placed upon them when making the transfer to secondary education.
- Provide a further opportunity for parents to support and assist their child in the education process – an important part of the education partnership.
- Take into account the needs of individual children.

2 Objectives

We hope to achieve our aims by:-

- Setting appropriate homework that will support, consolidate and develop learning in a variety of contexts.
- Outlining subjects and regularity for each age range – parents being informed in the September of each school year.
- Setting homework regularly.
- Rewarding children who demonstrate independence and self-discipline by completing tasks set to the expected standard and submitting these within the required time scale.

3 Features of Homework

Each Class Teacher will outline the nature and frequency of homework to be set at the beginning of the year. Although this may be a flexible arrangement, and vary according to circumstances, it should be regarded as beneficial. To this end, homework should:-

- Have a clear focus/purpose and time guideline.
- Give plenty of opportunity for the pupil to succeed.
- Be varied, not purely written assignments.
- Be manageable for pupils, parents/carers and teachers.
- Take into account that many pupils are busy after school with activities, and that parents/carers cannot always support their child/children for various reasons.

Homework will take a variety of forms. The range of tasks set for homework should ensure that the workload of class teachers is kept at a manageable level. Marking of homework tasks will be in addition to the marking that is demanded as part of the structure of the normal school day. Not all tasks will require marking by class teachers, or trained TAs. Some work may take an oral form. Children may be asked to do some research and report back their findings in a short presentation. Some work could be self-marked or marked by children forming partners, with class teachers or TAs scanning the pieces in question. The variety of tasks should ensure that work set is planned to meet the learning needs of children whilst not becoming onerous for teachers, children or parents.

Homework tasks will outline what is expected and will also indicate by when tasks should be completed and returned to school. This should allow children and parents the opportunity to plan out work evenly during the week and still allow time to follow hobbies or leisure pursuits. Homework returned on time will ensure that children receive feedback on their homework tasks within a useful timescale. Late returns may prevent this feedback, so working to time scales will be encouraged and rewarded.

4 Homework Content and Time

- Content
 - ◆ Foundation Stage:
 - Home reading, Literacy or Numeracy activities.
 - ◆ Years 1 and 2
 - Daily reading and Literacy and Numeracy activities.
 - ◆ Years 3 and 4
 - One piece of Literacy and Numeracy per week, plus reading.
 - ◆ Years 5 and 6
 - Daily Reading
 - One piece of Literacy and Numeracy per week, plus reading.

There may also be projects linked to other areas of the curriculum.
- Time
 - ◆ Foundation Stage
 - 20 minutes per week
 - ◆ Years 1 and 2
 - 1 hour per week including reading
 - ◆ Years 3 and 4
 - 20minutes per subject, in addition to daily reading
 - ◆ Years 5 and 6
 - 20-25 minutes per subject, in addition to daily independent reading

5 Special Needs

Setting appropriate homework for pupils with special needs, which does not demand too much or too little of pupils or their parents/carers, needs close co-ordination between class teachers, special needs co-ordinator and parents/carers.

The aims set out above are particularly important in this area.

6 The Role of Parents and Carers

Parents and carers can support their child/children by:-

- Making it clear to your child that you value homework opportunities and support the school by clarifying how it can help their learning.
- Discussing tasks when they are completed.
- Providing a plastic zipped wallet or school book bag where homework can be safely stored for transportation to and from school/home.
- For younger children, becoming actively involved in reading and simple games aimed to develop literacy or numeracy skills.
- Encouraging your child and praising them when they have completed homework.
- Providing a reasonably peaceful, suitable space for your child to do their homework either together with you in the case of younger children, or alone undisturbed for older children.
- Offering constructive feedback to school about the homework set.

7 The Role of the Child

Children will be encouraged to be responsible for:-

- Maintaining a reasonable standard of homework presentation
- Requesting help if they do not understand the task given
- Attempting all homework given
- Returning homework by the due date

Where there are specific difficulties, such as a home emergency or a lack of understanding on the child's part, it is recommended that the parent informs the teacher of this at the earliest opportunity. Unless this is passed on by note or via e-mail to the office, the end of the school day is always the time to do this.

Children who cannot, or will not, achieve the set task may be targeted either for additional support or given extra time during break to complete their work.

8 Monitoring and Evaluation

Parents and teachers, through regular dialogue, can monitor the effectiveness of the Homework Policy and the homework itself at parents' evenings and informal meetings with teachers and parents after school, as required by both parties.

During the year the Head Teacher and staff will monitor homework throughout the school and speak to parents and pupils regarding the effectiveness of homework.

In addition teachers and governors will monitor the homework policy and its effectiveness on a regular basis through discussions at staff meetings and feedback in the Governors' Teaching, Learning and Inclusion Committee Meeting.