

HOMEWORK POLICY

Rationale

Homework or home activities make an important contribution to children's progress at school and can be a valuable and essential part of school work.

Aims

The aim of this policy is to:

- ensure a consistent approach throughout the school.
- ensure the responsibilities of the school, teachers, children and parents in the setting and completion of homework are clear.

The aim in setting term-time homework is to:

- develop and maintain an effective partnership between the school and the home;
- consolidate and reinforce skills and understanding;
- utilise home resources;
- extend school learning;
- encourage the development of confidence and self-discipline needed for children to study on their own in preparation for secondary school;
- focus mainly on English and Maths.

Homework or home activities will vary greatly depending on the age and ability of the child.

Reading

Regular reading to, and with, parents (or carers) is of vital importance throughout the primary years. All primary school children should read to, or with, their parents for 10-20 minutes every day.

Foundation Stage

Both Nursery and Reception children are encouraged to bring in items of interest from home in connection with weekly and half-termly topics.

Library books are taken home weekly to share with their family. In addition, Reception children take home reading books daily and communication between parents and teacher is facilitated by a "Reading Record book".

To help Reception children with their reading, we encourage them to learn frequently used words.

Key Stage One

Children take their reading books home daily to share with their family. A “Reading Record book” for comments facilitates communication between parent and teacher. To help the development of their written work, children may be asked to practise cursive letter formation and learn spellings. Mathematical tasks may also be set to encourage knowledge of number bonds (pairs of numbers which make 10/20), the easier multiplication tables and telling the time, etc. Children may also be asked to complete homework tasks from other curriculum areas.

Key Stage Two

As the children progress through KS2, the amount of homework increases. The children may be given weekly spellings to learn and multiplication tables to practise. On occasion, children may also be asked to complete work from other areas of the curriculum or unfinished class work. Research work or specific topic work will be set occasionally. The children are encouraged to read regularly (both independently and with their parents or carers) and to explore varied literature. In Year 6, in preparation for SATs, the amount of homework may increase.

In Years 3, 4, 5 and 6 the children have reading records and may also be provided with homework diaries in which they should record the homework they have been given. Responsibility for this lies with the children. Parents may wish to comment on any difficulties or success in the homework diary or reading record. In addition, homework may be detailed on weekly newsletters. In preparation for the greater demands of secondary school, children are encouraged to do their homework on the day it is set.

Time Allocation

A regular pattern is important. Therefore, the class teacher will establish a familiar routine for the pupils’ homework, for example setting tables to learn on Tuesdays and spellings on Wednesdays.

At Harlyn, we aim to follow the non-statutory guidelines from the DfE (September 2010):

- Years 1 & 2 1 hour/week
- Years 3 & 4 1.5 hours/week
- Years 5 & 6 2.5 hours/week

Responsibilities for Homework

We ask for parents’ co-operation to monitor that homework is being completed. It should be made clear to parents whether or not the teacher would like them to assist the child. A suitable time limit may be given so that homework is purposeful and does not become a penance for the child or the parent.

Special Educational Needs/EAL

For children with Special Educational Needs/EAL, some homework will be differentiated, e.g. spelling and multiplication table practice. Pupils may receive homework from the Inclusion Manager or SEN staff.

Responsibility of the Teacher

1. To set appropriate homework regularly so that parents and children know what to expect each week.
2. To collect and mark homework ensuring prompt, clear feedback on the work.
3. To make clear to the children what is required of them with each piece of work so that they can see the purpose in what they are doing.
4. To plan tasks carefully to ensure progression in learning.
5. To give the children the deadline for the completion of assignments.

Responsibility of the Children

1. To record in their homework diary (if appropriate) the homework set by their teachers.
2. To ensure that they have all they require to complete their homework.
3. To complete their homework to the best of their ability.
4. To complete and hand in their homework at the right time.
5. To do their corrections when required.

Responsibility of the Parent

1. To ensure that their child has somewhere suitable to do the homework.
2. To check that homework is being done.
3. To help their child complete the homework if difficulties arise and annotate where support has been given.
4. To let the class teacher know if difficulties arise with the homework.
5. To inform the teacher if assignments have not been completed on time and the reason for this.
6. To make it clear to their children that they value their homework.
7. To encourage their child to join a public library.
8. To read their child's reading record/homework diary and sign regularly.

Policy Review

It is intended that this policy be implemented by the class teacher and evaluated regularly by the whole staff to ensure the efficiency of its implementation.

This policy will next be reviewed in 2027.