

Spring Vale Primary School

Homework Policy 2021-22



Together
Everyone
Achieving
More

Together with friends, families and community we care for ourselves, each other, our school and our world.

Everyone has access to a broad, balanced and stimulating curriculum, whatever their gender, race, ethnicity or ability.

Achieving our best is what we aim for every day we come to school.

More independence makes better learners and helps us to become good citizens.

Policy Statement

Homework can make an important contribution to pupils' progress at school, and involves parents in their child's learning.

- It helps to raise pupils' standards of achievement, particularly in Literacy and numeracy, by building on and extending the activities undertaken in school.
- It helps children to make progress towards their targets.
- It provides opportunities for parents and children to work together to enjoy learning experiences, thereby encouraging parents to become partners in learning.
- It encourages pupils to develop the confidence and self-discipline needed to study on their own, preparing them for requirements of secondary school.

The purpose of homework changes as children get older. Initially, it develops and strengthens a partnership with parents/carers, enabling them to be actively involved in their children's learning. As children get older, homework provides an opportunity for them to develop the skills of independent learning.

Organisation:

Foundation Stage & Key Stage One

In Foundation Stage and Key Stage One, **short** activities of different kinds, focusing on Literacy and Numeracy, form the homework. Activities should be inter-active and stimulating, thereby encouraging children to learn through play. Games linked to Literacy and numeracy are available for children to take home and play with their parent/carers.

Foundation Stage (Nursery & Reception):

Homework provides an excellent opportunity for the children to talk through what they are learning with an interested adult. The key focus at this age is on reading. This includes regular reading with parents/carers, looking at books together, reading practice and listening to stories being read aloud. Homework may also include simple games, learning spellings, words or number facts or collecting items for school topics. Parent/ carers' support for pupils in reading should be approximately ten minutes a day.

Key Stage One (Years One & Two):

In Key Stage One, the main focus remains on Literacy, with an increasing amount of numeracy work. Work on reading as outlined above will continue on a daily basis, although pupils will now be bringing more complex reading books home. Children will be learning the more common times tables or will have one short number activity to complete each week. Most weekends, pupils will also be given a writing task. Pupils may be asked from time to time to carry out some simple research in relation to their topic work. Overall, pupils should spend approximately one hour a week in total on their homework.

Key Stage Two (Years 3-6)

In Key Stage Two, pupils' homework will cover a wider range of curriculum tasks within a regular weekly timetable. The length of time spent on homework gradually increases. Children are encouraged to use research skills for topic work by visiting the library, and using home computers. All children should continue to read fiction and non-fiction books on a regular basis, building up to 20 minutes per day in Years 5 & 6. The emphasis should be on developing independent reading skills and enjoyment in reading. It is vital that children know all of the multiplication facts and are able to recall them at speed.

N.B. All timings below are approximate and include daily reading.

In Year 3:-

Children will have regular reading activities, spellings, practising correct punctuation, times tables and two additional tasks a week, focusing on Literacy and numeracy. They may also be asked to find pieces of information for topic work. The overall time allocation should be approximately one and a half hours per week.

In Year 4:-

Children will have regular reading activities, including writing book reviews. Children will also have regular spellings and times tables to learn. Literacy activities will include extended writing and punctuation/grammar practice. Maths homework will be related to numeracy work in school, and will include number investigations and more formal mathematical exercises. Each term children are set a longer homework project associated with topic work. Overall time allocation will be approximately two hours.

In Year 5:-

English homework will include extension activities from daily lessons, book reviews and various written tasks. Maths homework will be related to numeracy work in school, with a focus on problem solving and consolidating tables. Each term children are set an extended homework project linked to topic work. Overall time allocation should be approximately two and a half hours per week.

In Year 6:-

English homework will include extension activities from daily lessons, book reviews and increasingly complex written tasks. Maths homework will be related to numeracy work in school, with a focus on problem solving. In the Spring Term, children's homework will work towards preparing them for the format of Standard Assessment Tests (SATs). Some children will also be asked to attend Booster classes after school. Parents may purchase books from school, which will help in the preparation for Sats. Children will be encouraged to develop increasing independence in researching and preparing for other areas of the curriculum. By Year Six, children will be undertaking extended project work. Overall time allocation will be the equivalent of half an hour a day.

Communication with parents/carers

Individual teachers will be responsible for drawing up homework timetables with their classes, and parents will be informed of these. Children will be given a home book in which to record and complete homework tasks. It is hoped that this book will also be a source of communication between parents and teacher.

School Expectations

- We do expect **all** of our children to complete Homework tasks on time, it is not a voluntary activity. If your child is not handing in Homework, then you will receive a note from your child's class teacher asking that the homework is completed and handed in by a given date. If they still do not complete the task then they may be kept in at lunch time to do so.
- It is really important that Homework is completed, otherwise your child could fall behind the rest of the children in the class. Sometimes teachers will give your child extra work in a subject they are struggling with. It is vital that this work is completed so that they can improve and catch up with others in the class.

The role of parents/carers in supporting children

We give the following guidance to parents:

Simple ways in which children can be supported at home:

- Encourage children and praise them when they have completed their homework.
- Try to provide a suitable place in which children can do their homework, away from T.V. or phones / tablets.
- Discuss the homework task with children before and after completion, but please do not be tempted to do it for them.
- Provide suitable equipment for children to be able to complete the tasks, eg. pencils, pens, crayons, ruler, calculator.
- Make sure homework is handed in by the given date and presented neatly.
- Ensure children look after school books and equipment.
- Avoid late night homework when children are tired.
- Talk to the teacher if you have any worries.

Feedback

Pupils – pupils should receive appropriate feedback as soon as possible from their teacher. This may take the form of verbal or written comments, discussion or recognition in well done assemblies. There will also be acknowledgement of homework in the child's annual report.

Parents/carers – parents or carers will be encouraged to give feedback on homework through the home book. Informal discussion also takes place with teachers about areas of celebration or concern.

Monitoring and Evaluation

The school will monitor the implementation of the homework policy by discussions with teachers, parents and children and by monitoring home books. Governors will review the policy every three years.

