

HOMWORK POLICY

Homework plays an important part in the programme of work planned for our children. It begins with Literacy and Numeracy activities and develops through the school until the later years when it includes more formal written work.

Our Aims

- To raise standards
- To involve parents in their children's learning
- To encourage parental support and partnership
- To extend and develop the work
- To raise parental awareness of the nature and content of the Curriculum
- To give the children the opportunity to develop organisational skills which will help them with homework at secondary school
- To develop independence

Practice

We aim in our practice to ensure that:

- The Homework Policy is seen to be an important part of the school's overall learning and assessment strategy.
- Tasks are carefully planned and structured to support progression in learning, as part of the School's schemes of work
- There is consistent practice across the school in setting, managing and marking homework (as appropriate)
- There is a regular programme, so that everyone – teachers, children and parents or carers – knows what to expect each week
- Pupils and parents or carers are very clear about what they need to do
- Parents and carers are treated as partners in their children's learning
- There are high expectations of pupils completing work
- Pupils receive prompt, clear feedback on their work

At Castlecroft

- All children receive homework in some form from an early age
- An outline of the content and expected time allocations is given to the parents every September in the form of a Homework Information Sheet

For example:-

Homework

Homework is a very important part of the work we do at Castlecroft. We greatly appreciate the help and support you give your child in the work we set at home. Please always contact us if your child has experienced problems in completing tasks or if, for example, the family have been away at the weekend and it was difficult to find time to complete it. Thank you.

Year Two Homework

Monday – Reading, spelling

Tuesday – Reading, spelling

Wednesday – Reading, spelling

Thursday – Reading, spelling

Friday – reading, spelling test and Maths or English activity

(30 mins) to hand in on Wednesday

Staff have agreed the following time allocations of Homework for each year group:

- Year 6** English – 1 hour a week
And Maths – 1 hour a week
Reading/spelling – minimum 20 minutes a day
Total 3.40 a week
- Year 5** English – 30 minutes a week (could be 1 hr alternate weeks)
And Maths – 30 minutes a week
Tables/ Reading/spelling – min 25 minutes a day
Total 3.05 a week
- Year 4** English – 45 minutes a week (alternate weeks)
Or Maths – 45 minutes a week
Tables/ Reading/spelling – min 25 minutes a day
Total 2.50 a week
- Year 3** English – 30 minutes a week (alternate weeks)
Or Maths – 30 minutes a week
Tables/Reading/spelling – min 25 minutes a day
Total 2.35 a week
- Year 2** English – 30 minutes a week (alternate weeks)
Maths – 30 minutes a week (tables begin in the Summer term)
Reading/spelling – min 20 minutes a day
Total 2.10 a week
- Year 1** English – 20 minutes a week (alternate weeks)
Or Maths – 20 minutes a week
Reading/Spelling – min 20 minutes a day
Total 2.00 a week

Reception Reading each day
(no more than 20 minutes a day) **Total 1.40 a week**

THIS IS THE ONLY EXPECTATION FOR RECEPTION

- Once a week, (except in Year 6 where it is twice), the children are asked to do an 'activity'. This might take the form of a piece of English comprehension or Grammar/punctuation, some Maths calculation or problem solving, some research work for topic or a Science activity. This will be given each week and it must be handed in to the teacher.
- Where possible, the homework will be done in the same book. Where work sheets are used, these will be stuck into the book thus ensuring that staff, children and parents are able to see the continuity and progression in the children's homework.
- Each child has a reading book which they are expected to read at home with their parents. This starts in Reception and continues into KS2. Parents are encouraged to communicate with the teacher in the form of written comments in their Reading Diary. This two way partnership and approach to reading is an invaluable part of the child's reading programme.
- Similarly, each child has spellings which are taken home each week to be learnt. The spellings will be given out on a sheet which needs to be returned to school. These are then tested at school.
- If homework is not completed and this becomes a pattern children will be asked to stay in to complete it in their own time. Thursday lunchtime will be a homework catch up time and homework club for those children who need to catch up or for those children wishing to complete homework in school. Parents will need to be contacted to ensure that they are aware of the situation. If your child has a problem completing the homework set, please contact the school and make an appointment to meet with the teacher.
- Children may also receive a creative project. This will be a maximum of once a term and will not be compulsory.

Special Needs Children

Setting the right amount of homework for children with Special Educational Needs is not always easy. Some children may benefit from special tasks separate from the homework set for the other children in the class. On the other hand it is important that they should do as much in common with the other children as possible. Setting appropriate homework which does not demand too little of children, needs close coordination between class teachers, the SENCO and parents. Tasks should:

- Have a very clear focus and time guide-line
- 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
- Be manageable for teachers

The Role of Parents and Carers

The role of parents and carers in supporting pupils is vital to the success of this policy.

Parents and carers should, in the Government's view, be encouraged to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework – alone or, more often for younger children, together with an adult
- Make it clear to pupils that they value homework, and support the school in explaining how it can help their learning
- Encourage pupils and praise them when they have completed homework

If a parent feels that they require further homework for their child, the school/teacher will advise on suitable books and resources that they could use to support their child's learning.

Beyond this parents and carers of younger children, in particular, should be encouraged, as far as possible, to become actively involved in joint homework activities with children. To help them in this they may need careful guidance from class teachers. We recognise that some parents may find that supporting their children with homework or home activities difficult

It is important that staff are aware of the inequality of parental support and that certain children will be struggling to complete tasks with little or no parental support. In cases like this, staff need to show flexibility and give these children as much support and understanding as possible.

Feedback for pupils, parents or carers and teachers

Where homework is done together with adults, children will often receive immediate feedback on what they are doing. In the case of work they do on their own, it is very important that they build on it, and/or receive appropriate feedback as quickly as possible. This may be through:

- Classwork (for example class discussion or feedback on work of which the homework assignment is a part)
or
- Through tests (for example tables and spellings)
or
- Through individual comments from their teacher (for example on written assignments)
- Through children marking their own work supported by the teacher or the Teaching Assistant in the class.

Providing individual written feedback is, of course, demanding on teachers' times. The range of tasks set for homework should take this into account, with the aim of keeping the workload of teachers manageable.

Other strategies to achieve this objective should also be employed, such as asking pupils to review their own work in small groups. At a more general level, recognition of children's efforts, for example by mentioning them in assemblies or publicising the achievements of particular classes, is very important in maintaining pupils' motivation.

Where parents and carers have carried out activities with children, teachers will be interested in feedback from them, both on how well the children did the activities and on whether the activities were interesting/too easy/too hard etc.

Monitoring of this policy

This policy will be monitored by the SMT and class teachers on an annual basis. Prior to the new Homework Information Sheets being printed in September, whole staff discussion will take place on the success of the policy, the time allocations given to each year group and any problems that have occurred with Homework during the year.