
Hartlip Endowed Church of England Primary School (Aided) Policy for Homework

Mission Statement

At Hartlip Endowed Church of England Primary we aim to create an exciting learning environment through a creative and imaginative curriculum. All members of our school community are valued and shown respect enabling them to achieve their personal best. We are committed to establishing and maintaining high standards in work and behaviour and developing positive relationship between all members of the school community based on a Christian foundation.

Our Attendance Policy is centred, as all our policies on our identified and selected Christian Values: Trust, Forgiveness, Thankfulness, Peace and Friendship.

- ✓ All members of the school community are **trusted** by all those within the school community to deliver the very best for the children in all that they do
- ✓ Things will go wrong. There is a quiet acceptance of this deployed throughout the school and the opportunity to move on and learn from this, demonstrated through the value of **forgiveness**.
- ✓ All members are **thankful** for the community to which we belong and demonstrates this accordingly
- ✓ We learn in **peace**. We accept that we all learn in different ways and have different needs that require accommodation
- ✓ We learn in **friendship**; supporting each other to achieve to our very best potential at all times.

What is Homework?

"Homework" refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

At Hartlip we recognise that parents need to have a clear understanding of what is expected of pupils in the way of homework and how it is organised and managed. We are appreciative that members of the school community will have their own thoughts regarding how homework fits in to family life as well as an expectation of content and expectations. It is important therefore that this policy ensures the consistency throughout school and serves to deliver the expectations of the school.

Rationale

Homework makes the greatest contribution to learning when:

- children 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
- tasks are carefully planned and structured to support progression in

learning, as part of the school's schemes of work

- there is a regular programme so that everyone - teachers, children and parents or carers - know to expect it each week
- children and parents receive prompt, clear feedback on their work
- there is firm leadership and a team approach, to ensure consistent practice
- the homework policy is regularly monitored and evaluated to check that it supports children's learning in the best possible way.
- it develops an effective partnership between the school and parents and other carers in pursuing the aims of the school. This is also, of course, the purpose of school - home agreements;
- it consolidates and reinforces skills and understanding, particularly in literacy and numeracy;
- it exploits resources for learning, of all kinds, at home;
- it encourages pupils as they get older to develop the confidence and self discipline needed to study on their own, and prepares them for the requirements of secondary school.

Through this policy we aim to:

- ensure consistency of approach throughout the school
- ensure progression towards independence and individual responsibility
- ensure the needs of the individual pupil are taken into account including those with special education needs and able pupils
- ensure parents/guardians have a clear understanding about expectations from themselves and the pupil
- improve the quality of learning experience offered to pupils
- extend and support the learning experience via reinforcement and revision
- provide opportunities for parents, pupils and school to work in partnership
- provide opportunities for parents and pupils to work together to enjoy learning experiences
- encourage children to develop long term strategies for future needs
- at Year 6, to prepare children for secondary transfer

The purposes of homework change as children get older.

Taking part in short activities of different kinds, e.g. simple games, learning spellings and number facts, and, of course, reading together, provide a very important opportunity for young children to talk to an interested adult about what they are learning, and to practise key skills in a supportive environment.

As children get older, homework provides an opportunity for children to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 6 their homework programme should cover a wide a range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and also ensure that, in relation to homework as much as to other aspects, their transition to Year 7/secondary school is as smooth as possible.

Regular reading to and with parents or carers is vital; all primary school age children should either read to their parents or carers or listen to them reading for between 10 to 20 minutes a day. In addition to this, number games and tasks, and more formal exercises for older children, that they can do at home, will be introduced.

In addition to these regular activities, older children will be given some homework gradually increasing in its demands, of other kinds. We will aim to differentiate where appropriate to take account of different pupils' needs. These might include:

- finding out information
- reading in preparation for lessons
- preparing oral presentations
- more traditional written assignments

The Government recommends that a sensible programme of home activities for children in Key Stage 1 should be designed to take, on average, about 10 minutes a day, **in addition** to 10-20 minutes a day reading with their parents or carers. Clearly, less should be expected of children in reception classes than those in Years 1 and 2. At Key Stage 2 the demands should gradually increase so that by Years 5 and 6 children are spending about 30 minutes a day on homework, again **in addition** to the time they spend reading or being read to by parents or carers.

Recommended time allocation for homework

Y1 and Y2	1 hour/week	Reading, spellings, other English and work and mathematical work
Y3 and Y4	1.5 hours/week	English and Maths as for Y1 and Y2 with a termly assignment in topic work.
Y5 and Y6	30 minutes/day	Regular weekly schedule with continued emphasis on English and maths but also ranging widely over the curriculum

We feel that this framework is reasonable in broad terms. However, it may be deviated from at the teacher's discretion when appropriate. We trust and empower parents and carers to monitor the amount of time spent on homework, applying the time allocation appropriately to their child and his/her needs, but more importantly ensuring that the excessive amounts beyond time allocations are not enforced and certainly not to the detriment of family life and outside of school activities.

The Role of parents and carers in supporting pupils

We expect that parents will support the school by:

- Ensuring that priority is given to finding a suitable amount of quality learning time.
- Providing a reasonably peaceful, suitable place in which pupils can do their homework - alone or, more often for younger children, together with an adult.
- making it clear to pupils that staff value homework, and support the school in explaining how it can help their learning
- encouraging pupils and praising them when they have completed homework
- becoming actively involved in joint homework activities with their children

Feedback of pupils, parents or carers and teachers

We will always welcome feedback from parents as to the effectiveness of this policy. They will always be welcome to discuss homework activities with teachers.

Member of staff responsible: All staff

Reviewed by staff and Governors: February 2016

Review Date: Two years – February 2018