



Monitor: Headteacher

Governor Link: Staffing and Curriculum Committee

### Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

### Rationale for Homework

**2.1** Homework is a very important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

**2.2** Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. **While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children.** We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

### Aims

The aims of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;

- to support learning that is/ will be happening in school.
- to help children develop good work habits for the future.

### **Types of Homework**

We set homework routinely most weeks, with an emphasis on Literacy and Numeracy, and we expect the children to consolidate and reinforce learning done in school through practice at home. We also set homework as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood.

It is expected that children read most days at home and work on spellings or mental maths with parents based upon (but not solely) the guidance given by teachers.

During one of the terms children in Year 6 will be expected to complete an independent project within the timeframe and guidelines given by class teachers.

### **Amount of homework**

At Cheswardine Primary School we set the following guidelines for each class:

Class 3: Up to 1.5 hours a week

Class 2: Up to 1 hour a week

Class 1: Years 1 and 2, up to 1 hour a week

Early Years: Autumn Term: reading and phonics

Spring /Summer Terms; introducing spellings and Maths activities.

On some occasions children will forgo some of this homework, as extra support may be needed in a particular area.

The quality of homework should be high and presented well - reflecting the time given. Throughout school, Literacy and Numeracy homework is set on a Monday, and is expected to be handed in by Friday of that week. We do this at Cheswardine as we believe weekends are for family activities. Some homework will be used so children can practise their handwriting, and their presentation of work.

We expect all children to do their homework, and consequences will occur if a child does not hand in their work. Children who do not hand in homework will complete during playtimes and lunchtimes. They may have to complete it during "Golden Time". We believe that this is good training for when a child moves onto Secondary education.

Work will be marked by the class's TA or class teacher. TA's will mark work when activities are being carried out that do not require Ta's to help children within their care. Teacher's will be informed of any problems and will speak to the pupil so they have clarity of what is needed.

## **Pupils with Special Educational Needs & Disabilities (SEND)**

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has SEND, we endeavour to adapt any task set so that all children can contribute in a positive way.

## **The Role of Parents**

7.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher.

Parents can see a topic web at the beginning of each term on the school website.

Reviewed September 2015

Reviewed November 2016

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