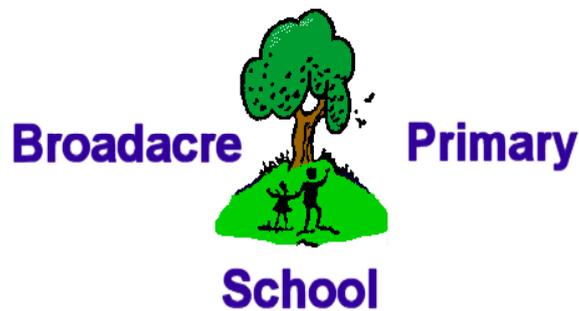


Broadacre Primary School



Homework Policy

Spring 2012

Philosophy

We believe that homework can make an important contribution to a child's progress at school. A balanced, well organised homework programme can help children to develop the skills and attitudes that they will need for successful, independent lifelong learning. Homework can extend the challenges open to children and ensure that teaching time is used to best effect. It can support the development of independent learning skills including developing an enquiring mind, flexibility of thinking and the ability to seek information from a variety of sources.

Shorter activities of different kinds, such as simple games, learning spellings and number facts, provide an important opportunity for younger children to talk to an interested adult about what they are learning and how they are thinking through an activity. They can practice key skills in a supportive environment. As children move through the school the emphasis changes to the development of skills for independent learning and acquiring a self-disciplined approach to completing required tasks set as homework as the transfer to secondary school approaches. There will be some tasks that the family can work on together and some that require children to work unaided but parents can still be involved by looking through the work produced and discussing content and learning that has resulted from completing the homework task.

Homework should not be burdensome. It should not hinder or prevent participation in other activities that children may do after school such as sporting activities, Brownies or Cubs etc. It should not restrict quality family time or detract from family interests or activities.

Homework makes the greatest contribution to learning when:

- It is part of the overall learning and assessment strategy;
- Tasks are differentiated and are appropriate to the needs of the individual;
- Tasks are carefully planned and structured to support progression in learning and to contribute to the challenge of raising attainment;
- There is a regular programme so everyone knows what to expect;
- The support of parents and carers is seen as essential;
- Pupils and parents/carers are clear about what to do;
- There are high expectations of pupils completing homework;
- Pupils receive prompt, clear feedback on their work;
- Completion of tasks is valued;
- Policies are regularly evaluated to check they support learning in the best possible way.

What is homework?

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

Partnership with Parents/Carers

To be effective homework needs to be recognised as part of the partnership between parents, children and school. There needs to be a high expectation from all the partnership that homework will be completed.

Parents and teachers need to be clear about what is expected of pupils in the way of homework and how it is organised and managed.

The Purpose of Homework

Through homework we aim to:

- develop an effective partnership between school and parents in pursuing the aims of the school;
- provide opportunities for parents and pupils to work together to enjoy learning experiences;
- ensure consistency of approach throughout the whole-school;
- ensure progression towards independence and individual responsibility and prepare Y6 pupils for secondary transfer;
- encourage pupils, as they get older, to develop the confidence and self-discipline needed to study on their own;
- consolidate and reinforce skills and understanding, particularly in literacy and numeracy;
- extend and support the learning experience via reinforcement and revision;
- ensure parents have a clear understanding about expectations from themselves and pupils;
- encourage children to develop long term strategies for future needs;
- improve the quality of learning experience offered to pupils.

The purpose of homework changes, as the children get older. In Key Stage 1 developing a partnership with parents and involving them actively in children's learning is the key aim, and some of the activities children do at home may not be described as 'homework'.

Short activities – games, spellings, number bonds, times tables and reading – provide a very important opportunity for all children to talk about their learning to an interested adult 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. By Y6 this will include revision for the end of KS 2 SATs and help to ensure the smooth transition to secondary school.

Homework will take a variety of forms. Children will always be told about each piece and what is required of them. If children forget what they are supposed to do, or are having problems with completing the task, they are encouraged to bring it back to school and ask for help from the teacher who set it. The range of tasks set for homework should ensure that the workload of class teachers is kept at a manageable level. The variety of tasks should ensure that work set is planned to meet the learning needs of children whilst not becoming onerous for teachers, children or parents.

Learning Logs

Learning logs are all about finding out information. They are about having fun and working together.

All children are asked to complete their learning log every week. There is no set way to complete one. The aim is for children and parents to have fun researching a topic and recording what they have found. Using books, the internet or simply asking other people is a great way to find things out. The only rule is that the recording should not use up more than 2 pages of the book.

The work done is shared with the teachers and the class on a Friday afternoon and teachers will make written comments in the logs on a regular basis.

The topics picked by the teachers reflect the current topics being studied at school or issues that are in the news at the time.

During school holidays only one activity will be set.

Literacy

Regular reading is vital, and reading practice continues to be essential right through the school. All pupils should read to their parents, or if they are fluent readers, read on their own for 20 minutes per day – at least 4 times per week. Pupils are rewarded for this. Other literacy related homework includes learning spellings and in KS2, exercises practising handwriting, comprehension, punctuation, grammar, handwriting and composition.

Numeracy

Learning of multiplication tables is essential to success in numeracy and we would expect that pupils from Year 2 upwards will firstly rote count and then practice tables. At the end of a maths unit teachers may give pupils a sheet of maths questions to complete to assess their skills and show parents what work the children have been learning.

Other Curriculum Areas

In addition to these regular activities, children may be given assignments, which have a wider curriculum base.

Time allocation per week

The precise amount of time spent on homework is much less important than the quality of tasks set in order to support learning.

Special Educational Needs

Some children may benefit from separate tasks set for other children in the class. But, it is important that they do as much in common with other children as possible. The purpose of homework applies equally to SEN pupils.

Planning and Co-ordination

The class teacher is responsible, for ensuring that the demands of homework are manageable for pupils and parents on a day-to-day basis. Sometimes more than one evening may need to be allowed to take into account the other after school activities pupils may be involved with.

The Role of Parents/Carers

(Any trusted person may be the source of support)

Parents/Carers need to be encouraged to-

- Provide a suitable, quiet environment in which a pupils can do their homework;
- Provide pupils with pens, pencils and crayons to enable pupils to complete the tasks.
- 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 the activities.

Partnership with parents is an essential ingredient to the homework policy.

Feedback

Where homework is done with other adults, children will often receive immediate feedback. In the case of independent work it is important that they receive feedback as quickly as possible. Recognition of children's efforts is very important in maintaining their motivation.

Where parents have carried out activities with their children feedback from them is also useful for teachers. The reading record books provide the opportunity for a two-

way dialogue to be created, where both parents and teachers can comment on the child's progress.

Review and Evaluation

This policy will be monitored and evaluated by staff and updated to include recent changes in the light of feedback from parents and teachers and/or changes in LEA/DfES guidelines.

Revised Oct 2007

Revised Oct 2009

Revised April 2012