

GREAT CHESTERFORD C OF E PRIMARY ACADEMY



Homework Policy
April 2017

Our school aims to enable all children to develop to the best of their ability within the context of a caring Christian community. We aim to work with parents as partners in the education of their children.

The purpose of homework

1. To develop an effective partnership between the school, and parents and other carers in pursuing the aims of our school.
2. To prepare for and extend school learning.
3. To consolidate and reinforce skills and understanding, particularly in English and Mathematics.
4. To exploit resources for learning, of all kinds, at home.
5. To encourage pupils, as they get older, to develop the confidence, resilience and self-discipline needed to become independent learners.

The type and amount of homework appropriate for pupils of different ages

The main foci of homework throughout both key stages will be on English and Maths.

Homework does not just mean formal exercises carried out by children without help from adults. Particularly in the case of younger children, it is the involvement of parents and carers in joint activities which is most valuable in promoting children's learning.

Regular reading is vital.

At Key Stage 1 and Early Years homework will largely consist of regular reading with parents and carers.

At Key Stage 2 children should be reading at home each day and ideally this should still include reading to an adult.

Progression is planned from Reception to Key Stage Two through the provision of appropriate activities with an increase in expectation as they move through the school.

In Reception, children are expected to read with an adult for around 10 minutes each day; this may include sight words.

In Year One, children are expected to read with an adult for around 10 minutes each day (this may include sight word tickets for some children) and complete a 15 minute maths activity once a week.

In Year Two, children are expected to read with an adult for around 10 minutes each day and complete a 20 minute maths activity once a week.

In Year Three, children are expected to read with an adult for around 15 minutes each day; practise times tables daily and complete a 20 minute maths activity once a week.

In Year Four, children are expected to read with an adult for around 15 minutes each day; practise times tables daily and complete a 20 minute maths activity once a week.

As children move into Upper Key Stage Two, they are expected to take increasing responsibility themselves for the completion of their homework.

In Year Five, children are expected to read for 15 minutes each day (this should ideally be at least once a week to an adult); practise times tables daily and complete two 25 minute tasks each week which will typically include English and Maths.

In Year Six, children are expected to read for 15 minutes each day (this should ideally be at least once a week to an adult); practise times tables daily and complete four 30 minute tasks each week which will typically include English, Maths, Science and French.

These are guidelines and if a child is spending too much extra time on their work or does not understand the work, they should stop and the parents inform the school.

Occasionally, additional tasks may be set such as bringing in a leaflet, a flower, shoe box, etc. There may also be one-off tasks for special events such as The Book Week Challenge.

Special Educational Needs

Children who are on the SEN register or have a specific need will be set homework appropriate to their needs. This will include those children requiring further challenge. There will be plenty of opportunity for success and the tasks will be manageable and varied.

Responsibilities

School:

- A variety of approaches will be used to ensure that parents and children are aware of homework expectations and organisation. These may include meetings, booklets etc.
- Parent feedback will be sought through questionnaires, parent consultations and other appropriate meetings.
- Support will be provided at school which may include access to computers.

Class teachers:

- Homework allocations will be clear.
- Homework is set in a structured way to help children develop regular study patterns.
- There is regular feedback and praise for completed work.
- The reasons why homework has not been completed will be investigated before any action is taken.
- Teachers will ensure that homework is manageable and that it follows a regular pattern.
- Teachers will use their professional judgement in allocating homework where there has been an absence to prevent overloading a pupil.

Parents/carers will be encouraged to:

- provide a reasonably peaceful, suitable place in which pupils can do their homework.
- make it clear to pupils that they value homework, and support the school in explaining how it can help in their learning.
- encourage pupils and praise them when they have completed homework.

More detailed information about how parents can support their child is provided in our parent booklet 'Homework at Great Chesterford C. of E. Primary Academy – A guide to supporting your child'. This booklet can be downloaded from the website or a hard copy can be requested.

Children:

- Responsible for completing the tasks (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

Monitoring of the completion of homework

In Years 3 and 4, children who complete their homework are praised in class and there is regular encouragement. For those children who frequently fail to complete work, parents will be informed and the pupil may be asked to carry it out in their own time at school.

In Years 5 and 6, children completing homework are praised and outstanding examples of extra effort are rewarded. Teachers keep a record of work completed. If required, children are asked to complete tasks in their own time in the school day. Parents are informed if a child regularly fails to complete homework.

Home/School Communication

Children throughout the school have a book in which teachers and parents can record their comments. This may be in the form of a home/school link book or a diary. In KS1, the home/school link books are used to record reading progress as well as homework tasks. In KS2, the pupil's diary encourages independent recording of tasks and this provides a means for parental communication on both reading progress and completion of homework. This system is also used to prepare children for the transition to secondary school.

Monitoring and Evaluating

The senior management team will be responsible for monitoring and evaluating the homework policy.

The extent to which the policy is contributing to the progress pupils make at school and their attitude to learning will be reviewed.

Adopted by staff _____ (signed)

_____ (date)

Adopted by governors _____ (signed)

(date)

