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Next review:	September 2027
Staff Responsibility:	J Harland
Linked policies:	Maths, English, Teaching and Learning, SEN
Signed by chair:	
Date:	

Boarshaw Primary School Homework Policy

Rationale.

We believe that education is a life-long process. A child's education does not cease when he /she leaves our school premises, learning at home is an essential part of good education.

"Homework" is any work or activity completed outside lesson time, either alone, with parents, or others.

We see the purpose of homework as being to:

- Develop an effective partnership between school and parents for each child's education, as children achieve more when teachers and parents work together,
- Consolidate/reinforce skills and understanding, particularly in English and Maths,
- Extend school learning
- Develop confidence, independence and the self-discipline needed for personal study in preparation for secondary school and beyond,
- Provide opportunities for parents and children to work together to enjoy learning experiences

From the Early Years simple games, learning spellings, and of course, reading with parents provides valuable opportunities for the practice/reinforcement of key skills in a supportive environment. As children get older they need to develop the habit of regularly devoting short periods of time to personal study. All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

Aims

This homework policy is designed:

- To ensure consistency of approach throughout the school
- To ensure progression towards independence and individual responsibility
- To ensure parents/carers have a clear understanding about expectations for themselves and the pupils.

- To extend and support learning
- To provide opportunities for parents and pupils to work in partnership and enjoy learning experiences
- Consolidate/ reinforce pupils' skills, knowledge and understanding of the work covered in class,

The emphasis of homework activities is on the development of reading, spelling and maths. Regular reading is vital.

It is our policy to set homework as follows:

Year Group	Activities
EYFS	Daily reading to parents Numeracy eg counting (practical and recording) activities directed by the teacher Early phonics reinforcement work
Years 1 and 2	Reading books sent home each day Spellings – to be practised at home each week, Spelling Shed Tables / Number facts practice, Numbots Common exception or sight words practise Letter formation and handwriting
Years 3 and 4	Daily reading to parents and/or Independent reading Spellings – to be practised at home each week, Spelling Shed Tables / Number facts practice, TTR Y4 maths work book Handwriting Comprehension
Years 5 and 6	Daily reading Spellings – to be practised at home each week, Spelling Shed Tables / Number facts practice, TTR Maths Workbooks Handwriting Comprehension

Homework will be set on Monday and should be completed by Friday.

We ask for your support in seeing that homework is done conscientiously and in the best possible conditions. If homework is not completed, children are often at a disadvantage in class, as many homework tasks are discussed in class and often inform future learning.

For younger children little and often is best – 10-15 minutes daily is a good habit. As children become older they should be encouraged to sustain their concentration for longer periods of time, and to work with increasing independence. For example, it would be beneficial to get children into the habit of reading every evening; time spent on reading should range from approximately 10 minutes in Key Stage 1 and up to 30 minutes in Key Stage 2. We appreciate this isn't always possible every day but a minimum of 5 times a week should be encouraged.

If a child struggles with an activity, try to avoid becoming anxious about it and approach your child's teacher as soon as you can. They will spend more time explaining the task to help you and your child.

Children in Years 3 to 6 have access to The Century Learning platform, we encourage them to use this as often as possible.

How staff at Boarshaw support this policy:

- By providing a range of homework tasks and activities.
- By ensuring that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability
- By communicating with parents and keeping them informed of children's progress, projects and topics studied in class and their children's individual tasks.

How parents /carers can help to support their children:

- Provide somewhere peaceful for children to work without the distractions of television, other family members and pets
- Provide a suitable place equipped with a clear table space, chair and good light
- Provide encouragement and support to children when they require it
- Support the school in explaining and valuing homework
- Encourage pupils and praise them when homework completed
- Be actively involved in the homework (particularly of younger children)
- Share with school any issues arising from homework for example by a comment in a reading record. We would also be interested in hearing how well the children completed other activities, whether they were interesting / too easy / too hard, etc

Children are expected to:

- Make full use of any opportunities they are presented with

- Tackle home tasks promptly and with a positive attitude
- Take pride in their presentation and content, acknowledging the high personal standard expected
- Be organised to look after and return books and completed tasks on the agreed dates.

Feedback for pupils/parents or carers and teachers

Feedback needs to be given promptly and may be given in a variety of ways

- Verbal response from parents or carers and teachers
- Class discussion
- Tests eg. Spellings or tables
- Pupil/peer evaluation
- Through discussion at parent meetings
- As part of termly and annual reports to parents.

Monitoring.

The Head Teacher, alongside the whole staff team will regularly review the quality and effectiveness of the Policy and guidelines on behalf of the Governing Board.

