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**Homework**

**Policy**

**June 2017**

1. **Introduction**
   1. Homework is anything 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 the children’s learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.
2. **Rational for homework**
   1. Homework is very important part of a child’s education, and can add much to a child’s development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.
   2. Homework plays a positive role in raising a child’s attainment. However, 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 activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.
3. **Aims and objective**
   1. The aims and objectives 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 cooperation between home and school in supporting each child’s learning;
* To enable all aspects of the curriculum to be covered in sufficient depth;
* To provide educational experiences not possible in school;
* To consolidate and reinforce learning done in school, and to allow children to practise skills taught in lessons;
* To help children develop good work habits for the future.

1. **Types of homework**
   1. In Nursery parents are encouraged to write comments about their children’s interests and experiences from home, as well as any milestones reached. These are then transferred/displayed alongside any practitioner observations on the wall in a range of forms (e.g wow tree, flying high kites, and ‘My Story’ profiles).

Every half term children are given a leaflet to share and complete with their parents from the ‘My Story’ pack about the things they like to do or can do. Alongside this is a blank sheet with a theme for the children to complete creatively and return.

Parents are encouraged to participate in their children’s learning through family learning events and by open morning sessions (e.g Numbers and Play) which provide parents with an understanding of how different areas of learning are taught in Early Years.

During the summer term Nursery are given the opportunity to take home a library book from school each week to share with their parent/carer.

* 1. In Reception parents are encouraged to share their child’s achievements at home by completing a ‘leaf’ which is shared with the class and placed on the ‘wow’ tree.

Phonics homework is given to support the children’s learning of taught sounds. On a weekly basis children are given key words to learn and a reading book to share with their parents. Each term children are provided with a differentiated pack of activities to support their literacy and numeracy development.

* 1. In Key Stage 1 and 2 a main part of the homework takes the form of ‘Learning Logs’ The children are encouraged to complete a variety of tasks; written, pictures, photographs, models, discussion questions and use of ICT
  2. Key Stage 1 children are asked to learn spellings, complete phonic work and practise mental arithmetic strategies. They are also given tasks linked to their current class topic on a weekly basis.
  3. Key Stage 2 are asked to learn spellings, read with an adult, practise mental arithmetic and complete online tasks using My Maths and Reading Eggs. In addition the children are given a ‘Homework Menu’ each half term which contains a range of activities linked to the class topic – children can choose which tasks they complete each week.

1. **Amount of Homework**
   1. We increase the amount of homework that we give the children as they move through the school (**below shows an outline of suggested time periods for each stage).**

5.2 Nursery homework – varies dependent on term

Phonics book – 2 sounds per week – 10mins (twice a week)

Library/Phonics book (Summer term) – 30mins per week

Big Talk/Brain Builder – 10mins (usually once per half term)

Homework Parent partnership leaflet – Every holiday (20mins)

Drawing/Creative activity (topic related) – Every holiday (15mins)

5.3 Reception homework

Reading – 5mins daily

Phonics sheet – 5mins daily

Each half term chn to complete a Brain Builder activity

From Sumer 2 children are given weekly spelling lists – 5mins daily

5.4 Year 1 and Year 2 Homework

Reading – 15mins daily

Spelling/Phonics/Maths activity – 15mins daily

Cross Curricular Brain Builder – 30mins per week

5.5 KS2 Homework

Homework will be set on Friday to be due in for the following Thursday

Each week the children will be set:

* Spellings
* Times tables or other mental maths activities (such as number bonds)
* My Maths
* Reading Eggs
* Range of cross curricular activities (via Homework Menu)

Year 3 and 4 to complete 10mins a day on Reading, Spelling and Times Tables. My Maths should take around 15mins to complete and the creative task approximately 20mins.

Year 5 and 6 will be expected to complete the same as Year 3 and 4, with an additional maths activity per week and creative tasks which will take 30 – 40mins to complete.

5.6 Homework is marked in line with the marking policy

5.7 We give all the children a Home School Links Book where children, parents, class teachers or teaching assistants record all reading activities and any relevant comments.

**6 Inclusion and homework**

6.1 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, and we endeavour to adapt any task set so that all children can contribute in a positive way.

6.2 An in-school KS2 homework club after school or in class at lunchtime is available for those with difficulty accessing the internet or wishing to complete homework in a school setting.

6.3 Children not completing homework will be directed to homework club or break/lunchtimes and parents will be contacted if this happens repeatedly.

**7 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 their homework tasks. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment which allows children to do their best. Parents can suport their child by providing a good working space at home, by enabling their children to visit the library regularly, and by discussion the work that their child is doing.

7.2 We ask parents to check the Home/School Links book daily and to sign it as requested.

7.3 If parents have any 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 head teacher. Finally, if they wish to make a complaint about the school homework polucy, or the way it is implemented, parents should contact the governing body.

**8 Use of ICT**

8.1 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing something out that has been written by someone else.

8.2 There are many websites containing highly educational material which can have a powerful effect on children’s learning, Parents are advised always to supervise their child’s access to the Internet.

9 Monitoring and review

9.1 It is the responsibility of our governing body to agree and then monitor the school homework policy. Parents complete a questionnaire each year which covers homework provision. Our governing body may, at any time, request from or headteacher a report on the way homework is organised in our school.

9.2 This policy will be reviewed in two years, or earlier if necessary.

Signed:

Date: