



## Homework Policy

Together We Succeed

### Introduction

At Shelley First School we believe that homework is extremely important in helping to **reinforce** key concepts taught in class and to promote a strong work ethic and help children prepare for their later learning journeys.

### Aims

#### We aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 5 pupils for the transfer to middle school.

### The Nature of Homework

Homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

1. The nature and type of homework changes throughout a pupil's school career.
2. Amount and frequency of homework should increase as a pupil gets older but this may also vary through the school year and be appropriate to the ability of the child.
3. Homework should not cause undue stress on the pupil, family or the teacher and school will work with pupils or parents who are struggling with homework.
4. It will not necessarily come in the form of a written task.
5. Homework should be set regularly from the Early Years Foundation Stage to Year 5.

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns, they should not hesitate to contact their child's class teacher. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

### Homework Tasks

Listed below, for each phase of Shelley First School, are a number of example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

Phase	Homework Task	Time allocation (including reading)
EYFS Reception	-Daily reading book (book changed weekly) -Activity linked to phonics -Maths activity	Weekly: 35 mins - 1 hour Daily: 5 – 10 mins
Year 1 and Year 2	-Daily Reading book -Spellings (up to 10 per week) -Maths activity (including times tables) -Reading or writing task or activity linked to phonics	Weekly 1.5 hours Daily: 15 to 20 minutes
Year 3 and Year 4	-Daily Reading book	Weekly 1 hour 40 mins

	-Spellings (up to 10 per week) -Maths/ Times tables -Reading or Writing task	Daily 15 – 30 mins
Year 5	-Daily Reading book -Spellings (up to 10 per week) -Maths/ Times tables -Reading or Writing task	Weekly 1 hour 50 mins Daily 15 – 30 mins

At Shelley First School, we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

### **General**

Wherever possible staff should try to mark any homework that is returned by pupils. On many occasions pupils will self-mark, following feedback from the Class Teacher, or answers will be sent home for the children to self-mark at home and reflect. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. However, marking may be done in a variety of forms, some of which will not always be written. Feedback may be given to individual pupils, or to groups of pupils.

- If children are absent due to illness we will not send homework home. We would assume the child was too ill to work.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. In such circumstances the teacher should consult the Head Teacher first.
- It is generally not possible to give homework when parents take holidays in term time.
- Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.