

# Homework Policy



GILES BROOK SCHOOL

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## Giles Brook School Homework Policy

The Homework Policy has been written in the light of comments retrieved from parental questionnaires and following staff consultations.

### 1. Introduction

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/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

### 2. Rationale for homework

Homework is an important part of a child's education and can add much to a child's development. We see homework as an important example of cooperation between teachers and parents/carers. 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. Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. Completing homework 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 have therefore, carefully planned activities to provide a balance between homework and out of school interests.

### 3. Aims and objectives

The aims and objectives of homework are to:

- enable pupils to make maximum progress in their academic and social development;
- help pupils develop the skills of an independent learner;
- promote cooperation between home and school in supporting each child's learning;
- enable some aspects of the curriculum to be further explored independently;
- consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- help children develop good work habits for the future.

### 4. Types of homework

Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.

#### Foundation Stage

Nursery	No homework
Reception	Reading daily Key words

We ask that parents listen to their children read daily. We also believe that parents should read books to their child. Sharing books is just as valuable in aiding a child's progress in reading as is your child reading to you or to their teachers. As the teaching of phonics progresses, children will be given the opportunity to also practise sounds at home.

#### In Key Stage 1

Year One	Reading daily Key words – reading and spelling Key number facts (e.g. bonds) in game form or a maths task
Year Two	Reading daily Key words – spelling Key number facts (e.g. bonds) and times table practise

We ask parents to support their child through home learning. This includes reading daily for about fifteen minutes. (Remember this can include sharing books and you reading to your child.)

In addition, Year 1 children will be given either a weekly key word or phonic activity and a maths game to practise key number facts. Year 2 children are set weekly spellings and maths number facts as well as times table practise. Practical activities such as weighing cooking ingredients, handling real money and familiarising children with measures are of great value. The common words children are expected to learn by the end of Year 2 are included at the front of the homework book for reference.

Some topic homework will be given occasionally. We encourage parents to spend free time with their children on enjoyable sharing activities, for example cooking, painting and dressing up.

### **In Lower Key Stage 2**

Year Three	Daily reading Times Tables and spellings Reading comprehension fortnightly From January, short maths task fortnightly
Year Four	Daily reading Times Tables and spellings Rotate English and Maths task

We continue to give children the sort of homework activities outlined for Key Stage 1, including the reading activities specified above but we expect them to do more tasks independently. The common words children are expected to learn by the end of Lower KS2 (Year 4) are included at the front of the homework book for reference.

### **In Upper Key Stage 2**

Year Five	Daily reading Spelling Times table practise as required Weekly maths and English task
Year Six	Daily reading Spelling (placed in children's planners) Weekly maths and English task From January, a short Grammar/Punctuation task when appropriate Half term topic piece/presentation piece to the class

In Year 6, we set homework as a means of helping the children prepare for end of Key Stage assessments, as well as to ensure that prior learning has been understood.

The common words children are expected to learn by the end of Upper KS2 (Year 6) are included at the front of the homework book for reference.

### **Whole school**

Across the school, some topic homework maybe set where appropriate. Teachers will make suggestions regarding learning opportunities parents could do with their child to support learning at home. This may not be something to be given in or marked but children could bring in their learning to share with the class if they wished. Homework will be set on a Thursday and handed in by the following Tuesday. Homework will be dated weekly. Homework will not be set during the holidays.

Homework is always acknowledged and, according to the task, is either marked or used in class to support learning. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways while others demand a particular approach.

## **5. Inclusion and homework**

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 to any task set so that all children can contribute in a positive way. We value and celebrate the cultural diversity of our pupils and their families and we appreciate the enrichment that this brings.

## **6. The role of parents and carers**

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it necessary, and to provide them with the sort of environment that allows children to do their best.

Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. Ideally parents should read with their children every day to help them develop a love of books and stories and help them to grow in confidence. We ask parents and carers to sign their child's Reading Record to show that they have heard their child read and discussed their books with them. If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher.

If a child has difficulty with the work, then we would expect them to ask for support from the class teacher before the due date to ensure they are able to complete the work, or alternative work can be given. This is useful information as it informs the teacher about the independent capabilities of the child. The expectation is that children will complete their homework. However, if for any reason children are unable to complete their homework, parents or carers should provide the class teacher with a note or contact the class teacher explaining why the homework has not been completed on the day that the homework was due to be returned to school. Teachers will keep records of children completing homework and these records will be checked on a regular basis. A comment will be made on the children's termly report. There may be occasions where the child will miss some playtime or lunchtime, if they have not completed homework.

## **7. Use of ICT**

A copy of the school's Online Safety policy is available from the school office and is also found on the school website. The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet. 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, our 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 copying, pasting and printing out something that has been written by somebody else. There are many websites containing highly educational material which can have a powerful effect on children's learning. We also make use of the 'My Maths' computer programme at school and at home and there are a variety of educational programmes that can be accessed via our school website under the 'Learning Zone'. Children should not bring memory sticks into school because of the risk of viruses however, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school or shared on Google Drive.

## **8. Monitoring and review**

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Our homework policy will be reviewed annually in consultation with teaching staff.