

## **Darley Primary School: Policy for Homework**

Policy completed: January 2009

Co-ordinator responsible: Mr Nick Coates

Date of next review: January 2016, January 2017

### **How this Policy was Developed**

This policy was developed from consultation with staff, governors, parents and various external bodies.

It takes full account of the school's legal obligations, noted in DFE and other materials.

### **School Context**

Darley Primary School has around 50 pupils on roll. It is situated in the picturesque Nidderdale village of Darley and serves a wide and diverse community. The school population is made up of British, American and a small minority of ethnic children. Many of our children's parents work on the nearby RAF base at Menwith Hill and are often here on a three year tour of duty. This however can change due to global military need and as a result many of our children are highly mobile.

### **Rationale**

Homework, set in the context of a positive partnership between home and school can make an important contribution to pupils' progress at school. Homework encompasses a variety of activities instigated by teachers, parents and carers to support children's learning.

Whilst we acknowledge the important role of homework we also firmly believe in the value of play and free time in a child's growth and development. Homework should not prevent children from taking part in the wide range of out of school activities and clubs that play such an important part in children's lives.

### **Aims**

- To enable teachers, pupils and parents to be clear about the nature, frequency, quantity and expectations of homework.
- To raise standards of pupil attainment and progress especially in literacy and Numeracy, through setting homework which is carefully planned, monitored and followed up.
- To ensure that all children's homework needs are met appropriately, according to their needs.
- To engage parents in actively supporting their child's learning.
- To achieve the above, without imposing inappropriate levels of preparation and marking for staff.

### **The purpose of homework**

- to strengthen, along with the home-school agreements, the effective partnership between school and the parents of children in pursuing the aims of the school to provide challenging learning experiences, to raise standards of progress and attainment and develop independent learning.
- to consolidate, reinforce and extend knowledge, skills and understanding from classroom lessons, especially in literacy and Numeracy.

- to encourage the confidence and self-discipline needed for children to develop as independent learners.
- to use the many resources for learning at home - e.g. knowledge, skills, understanding and enthusiasm of family members, books, television/video, computers, family visits etc.
- At Year 6 to prepare children for transfer to secondary school.

### **The type of homework for pupils of different ages**

We do not specify rigid rules for setting of homework but the following general principles will apply.

- The main focus is on Literacy and Numeracy.
- Science and other subjects will be added as children move up the school.
- Much of the homework will be less formal tasks, rather than worksheet based e.g. reading tasks, writing preparation, some finishing off, maths investigations/games etc.
- Many of the activities in the Foundation Stage should be incorporated into every day life eg: counting pegs on the washing line, reading numbers in the environment, reciting rhymes and songs etc.

In all homework it is the **involvement** of parents which is most valuable in promoting children's learning.

### **Literacy Related Homework**

- Regular Reading

Throughout primary school, regular reading remains vital. Reading may be from a school reading book, researching a topic or may involve reading books from home or the local library. Children should be encouraged to read between 10 and 20 minutes, according to age, on their own or with others.

Children should also share books with adults and be read to regularly to help to foster a love of literature.

- Spellings & Phonics

Reinforcing phonic sounds.

Learning lists of spellings & practising spelling rules and patterns.

- Research/reading

Finding out information or reading given texts to prepare for or follow up classroom lessons.

- Presenting talks

Supported preparation for a talk to be given in class. This is known as a "Gallery" presentation.

- Written assignments

First draft or final draft of a piece of writing.

### **Maths Homework**

- Maths Activities as detailed on termly Target Sheets
- Telling the Time Activities
- Learning by Heart Activities: e.g. number bonds  $7+3=10$ ,  $6+4=10$ , multiplication and division tables
- Practising mental calculation strategies.
- More formal exercises for older children.

- Longer and more challenging investigations and problem solving activities for older children.

### Other subjects

In other subjects, homework is likely to be reading/researching/writing in conjunction with class work or for Year 5 & 6 pupils a longer, independent project, again in the context of work done in class.

### The amount of homework for pupils of different ages

The exact amount of homework is much less important than the quality of the tasks set and their effectiveness in supporting learning. We will aim to establish regular patterns of homework so that parents, pupils and teachers are clear about what to expect. Through the use of a homework diary and clear instructions we will aim to ensure that the children, and therefore parents, are clear about what they have to do.

**Guidelines for homework- These are general guidelines which may be varied according to the needs of individual children.**

Children who are on the Special Educational Needs Register may be given additional/ different homework tasks linked to IEP targets.

Year Groups	Time	Type of homework
Foundation Stage – Reception	1 - 1.5 hours	<ul style="list-style-type: none"> <li>• Regular reading at least 3 times per week including word tins.</li> <li>• Daily Phonics introduced when appropriate to the individual child. This work in phonic booklets.</li> <li>• Mathematical Activities from Termly Target Booklet.</li> </ul>
Key Stage: 1 Year 1 & 2	1 - 1.5 hours a week	<ul style="list-style-type: none"> <li>• Regular reading at least 3 times per week</li> <li>• Learning Spellings and spelling related activities - weekly</li> <li>• Mathematical Activities from Termly Target Booklet.</li> <li>• Learning by Heart Activities</li> <li>• Year 2 – Learning Multiplication &amp; Division Tables: 2x, 5x, 10x</li> </ul>
Key Stage: 2 Year 3 & 4	1.5–2 hours per week	<ul style="list-style-type: none"> <li>• Regular reading at least 3 times per week and reading reviews.</li> <li>• Learning Spellings and spelling related activities - weekly</li> <li>• Mathematical Activities from Termly Target Booklet.</li> <li>• Learning by Heart Activities</li> <li>• Learning Multiplication &amp; Division Tables. (All tables up to 10 x 10 learnt by the end of Year 4)</li> <li>• Occasional reading/research relating to class work.</li> <li>• Occasional assignments in other subjects</li> <li>• Preparation for “Gallery” presentations.</li> </ul>

Key Stage: 2 Year 5/6	2-2.5 hours a week	<ul style="list-style-type: none"> <li>• Regular reading at least 3 times per week and reading reviews.</li> <li>• Learning Spellings and spelling related activities - weekly</li> <li>• Mathematical Activities from Termly Target Booklet.</li> <li>• Learning by Heart Activities</li> <li>• Occasional reading/research relating to class work.</li> <li>• Occasional assignments in other subjects</li> <li>• Preparation for “Gallery” presentations.</li> <li>• Regular, weekly homework in other subjects; with particular emphasis on the core subjects of English, Mathematics and Science.</li> <li>• Reading/research in preparation for or follow up to class lessons.</li> <li>• Written assignments especially first/final drafting.</li> <li>• Longer projects - half termly.</li> <li>• Year 6: Revision and Preparation for KS2 tests. Spring &amp; Summer Terms.</li> </ul>
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Where class teachers set spellings, tables etc to learn on a regular basis these will be given, as far as possible, on a set day of the week, for a test on a set day of the week. This will vary according to the different timetables of individual classes.

### **Roles of Parents/Carers, Pupils and School**

#### **Role of the School**

- To set regular and appropriately challenging homework.
- To ensure that every step is taken to ensure that children understand their homework tasks.
- To follow up that homework as soon as possible, providing marking and feedback where appropriate.
- To ensure that the demands of homework on pupils are balanced and manageable.
- To provide appropriate guidance for parents and recognise and support their contribution to homework.
- To provide access, where necessary, to study support facilities.

#### **Roles of Parents/Carers**

- To provide support and encouragement for their child in the completion of their homework, and provide a suitable time and place in which they can work, alone or together with an adult.
- To work with their child or to encourage independent working as appropriate.
- To communicate with school about homework, primarily through the reading and homework diaries.

## **Role of Pupils**

- To ensure that everything needed for their homework is brought home in a clean and tidy state.
- To ensure that their homework is completed and returned on time in a clean and tidy state.
- To talk to their teacher before they take work home, if they do not understand their homework.

## **Keeping track of homework**

Reading Record Books /Diaries/Learning Logs

Parents and children are familiar with these as a useful tool for two-way communication with regard to reading. Where other homework is set, a homework diary will also be used.

This will serve a number of purposes:

- Provide information about the homework for parents (and an aide memoir for pupils).
- Act as a record of homework activities for the year.
- Allow parents to give feedback to the school about the homework - too easy, too hard, too long, too short, just right etc.
- Give a date set and a date due for each assignment.
- Allow parents to sign to show homework completion or to add a note if legitimate reasons have prevented homework completion.
- For teachers to provide feedback to pupils and parents.

## **Homework support facilities**

Library and computer study facilities may be provided for pupils and parents where necessary. This will need to be “booked” in advance to ensure that the resources are not over-stretched.

## **SEN**

We will ensure that homework for children with SEN is appropriate to their abilities, with plenty of opportunities for success and will reflect a variety of assignments. Also see section: guidelines for Homework.

## **Monitoring and Evaluation**

Samples of homework/reading diaries and homework assignments will be monitored by the Headteacher and subject leaders as part of the school’s regular monitoring/evaluation/ review of teaching and learning.

This policy will be monitored and reviewed by the Curriculum Committee of the Governing Body.

We will actively seek the views of parents on the success of the implementation of our Homework policy.

## **Ofsted Guidelines**

**Outstanding/Good** – ‘Appropriate and regular homework contributes well to pupils’ learning’.

**Satisfactory** – ‘Teachers carefully deploy any available resources and set appropriate homework and these contribute reasonably well to the quality of learning for pupils including those with special educational needs’.