

Swavesey Primary School

Homework Policy

Through the review process it is evident that both the school, children and parents consider that homework is beneficial in supporting children's learning. However, there is a need expressed by all stakeholders for homework to be proportionate to a child's stage of development and not onerous as to become detrimental to the experiences children gain outside of school such as clubs and leisure activities.

Homework should:

- consolidate and reinforce skills and understanding in English, maths and other curriculum areas,
- help raise the level of achievement of individual pupils,
- provide opportunities for parents and children to work together,
- and foster an effective partnership between home and school.

A breakdown of how homework is structured is provided below which has been designed to encourage children to develop their own readiness and responsibility to their learning. The gradual progression of skills and expectation aims to support children in establishing a clear homework routine by Year 6 in preparation for Secondary school.

Most of the homework is provided for completion over the course of a week or fortnight so it can be made to fit around family lifestyles and commitments. Homework such as reading, multiplication tables and spellings are proven to be better when completed in shorter daily sessions.

There may be occasions when homework is not set, for example during a class production week, SATs week and during prolonged staff illness. All staff will try hard to ensure these times are not frequent but during these times children can still be reading and learning their number/multiplication facts.

Homework will not be given to a child who is on an 'unauthorised absence' during term time.

Foundation Stage

- Children have a sound book. New sounds are added to learn.
- Children should be encouraged to read daily if possible with their parents. This can be an adult reading a book to a child or a child reading a book to an adult. Both are equally important at this age.
- Children have word bags. These are key words to support reading and work in school. These work best when practised daily, especially during school holidays.
- Children have 'show and tell' sessions and are encouraged to participate in these, possibly bringing things from home. These are often topic linked.
- As the children become more confident they will bring home a sheet of optional activities which can be done with parents to support their learning within school.
- In the summer term, children are given spellings to learn

Key Stage One (Years 1 and 2)

All homework in KS1 will be recorded when possible in each child's homework book provided by the school.

- Children should read daily with an adult. This can be an adult reading a child a book or a child reading a book to an adult. Both are equally important at this age, as is discussion about the text.

- Children will be given a list of spellings to learn which will follow the spelling patterns taught in their phonics groups or linked to curriculum. They will be given them on a set day and tested a week later and results will be shared with the children.
- Children will be given a maths activity. This is likely to include orally rehearsing quick recall of number facts and/or times tables.
- Each term, children will be given the option to create topic related work inspired by the termly theme. The activities will be varied and will include a range of learning styles. The project will then be shared with the class.

Key Stage Two –

All homework in KS2 will be recorded when possible in each child's homework book provided by the school.

Years 3 and 4

- Children should be encouraged to read daily with their parents. This should be a mixture of a child reading a book to an adult as well as a parent reading to a child. Parents are encouraged to discuss books with their child to develop their understanding as well as fluency.
- Children will be given a weekly list of spellings to learn which will consist of words following a specific spelling pattern, words from the Year 3 /4 curriculum spelling list and words that are linked to the current curriculum focus. They will be tested each week and results will be shared with the children.
- Each week children will be given multiplication facts (which may involve the related division facts) to learn and will normally be tested weekly.
- Each term, children will be given the option to create topic related work inspired by the termly theme. The activities will be varied and will include a range of learning styles. The project will then be shared with the class.
- Children will not be set any homework for French. Occasionally the children may bring home 'Le Sac Français' where children are asked to 'interact' with the resources and record their findings in a book.

Years 5 and 6

- Children should read daily for at least 20 minutes. This can be a child reading a book to an adult as well as occasionally a parent reading to a child. Parents are encouraged to discuss books with their child to develop their understanding as well as fluency.
- Children will be given a list of spellings to learn which will follow spelling patterns/rules or be linked to the curriculum. They will be given them on a set day, tested a week later and results will be shared with the children.
- Multiplication facts are tested weekly (and may include related division facts). A child should practice these for at least 10 minutes every day.
- Additional pieces of homework may be given for English and maths (including Mathematics tasks); linked to work in the classroom. There will be a set day when this is given and a due date for completing or bringing into school.
- Each term, children will have the option to create topic related work inspired by the termly theme. This will be an independent choice of presentation and content, using a variety of media. The project will be shared with the class.
- Children will receive weekly French spellings to learn linked to the French topic. They will be given them on a set day, tested a week later and results will be shared with the children.

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Curriculum Committee and to the Head teacher to oversee the development of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head teacher

The Head teacher will:

- promote this policy by raising its status and importance;
- ensure that homework is built into teachers planning;
- ensure supportive guidance for parents is available;
- keep up to date with new developments with regard to homework;
- monitor and evaluate this policy

Role of the Teachers

Teacher's must:

- integrate homework into their planning;
- set appropriate tasks or activities for each child;
- explain when, what and how the work is to be done so that each child clearly understands;

Role of Parents/Carers

Parents/carers are asked to:

- sign the Home-School Agreement indicating their support for homework;
- recognise the value of homework to their children;
- provide a suitable environment and time in their home where their children can concentrate on their homework;
- establish a homework routine eg. no television;
- provide materials pens, pencils etc.;
- go through the homework before their child starts and discuss the completed work when finished;
- find time to work with their child or be at hand if a problem arises;
- discuss, encourage and praise their child's efforts;
- contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;

Role of Children

Children are asked to:

- complete their homework and hand it in on time so they can receive feedback;
- listen carefully in class to make sure they understand what is asked of them;
- contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate;
- share feedback from their homework with their parents;
- highlight to the School Council any ideas they may have about homework
- complete their homework using appropriate writing materials
- have a go at all their homework activities

Feedback

All children will receive feedback on their homework which is relevant to the homework type and stage of development for the child. Feedback will take a variety of forms such as:

- verbal
- written
- class discussion

- praise and recognition during an achievement assembly

Parents are asked to:

- encourage their children to talk about the feedback they have received;
- contact the school if they have any concerns

Homework completion

For those tasks which are expected to be returned by a given deadline, children will be given an additional day to produce the work if the deadline is not met after which time the child will be asked to complete the task during one of their playtimes. (This does not apply to optional homework).

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed every two years in line with our curriculum cycle or when the need arises, and the necessary recommendations for improvement will be made to the governors.