



“Longwoodese – A Language We All Speak”

Promoting

- Enthusiasm
- Experience
- Expertise
- Emotional Intelligence and Wellbeing
- Environment

Homework Policy

Agreed: September 2017

Latest review: Jan 2023 by CM

Next Review Due: December 2024 Review extended due: April 2025

In order that our pupils can attain the highest standards, both academic and organisational, we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement. We recognize that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time'.

Aims and Objectives

Regular, well-planned homework will:

- reinforce skills which have been taught in school and gives children the opportunity to practise what they have learnt;
- encourage self-discipline as the children take responsibility for their learning;
- promote independent learning
- provide teachers with the opportunity to support and extend individual children;
- set standards for life and help children become accustomed to working at home, preparing them for secondary school and future employment
- encourage children to share their learning with parents and carers;
- encourage parents and carers to become involved with their children's learning

Homework should be seen as an essential part of good education that should support children's development as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

What is Homework?

In a competitive world, homework is a necessary evil, but when executed correctly, is a good form of self-discipline. Homework should not be a chore, but children should see it as an extension of their schoolwork. There may be occasions when some tasks are more challenging or difficult than usual, as homework plays a positive role in raising a child's level of attainment. We acknowledge the important role of play and free time in a child's growth and development and fully encourage children to take part in a range of activities out of school hours.

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading with a parent
- a family visit to a local museum
- finishing off work from the class
- undertaking individual research for a project at the local library or using the internet
- learning number facts (tables)

- literacy activities, both written and verbal
- being an active member of a sports club or youth organisation

It can be seen from this list that homework must be a two-way process. Teachers may ask for tasks to be done at home, but are delighted to learn about children's success in other aspects of their lives and will seek to recognise this in school.

What the school will offer:

During parent meetings with the child's class teacher, which is the time to discuss the child's progress, discussions will include information about the types of homework which might be set by school as well as indicating activities parents might wish to develop with their children.

When teachers set homework, they will ensure that:

- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- In KS2 it is supported by a homework diary in which children and parents can note success and record any problems encountered.
- Time scales for completion and submission are explicit.
- Work is marked as promptly as possible.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- The impact of homework upon the standards of children's attainment is monitored.
- Opportunities for the regular, formal evaluation of homework are provided for teachers, parents and children as part of the on-going consultation arrangements.

All children will be expected to complete tasks. They will be given an opportunity to succeed in this through using a homework session in school leisure time if they continually fail to complete it, although problems will usually be talked through with parents in the first instance.

Types and amount of homework

We increase the amount of homework that we give the children as they move through the school.

Reading

We would hope that children read daily (alongside the schedule that follows) and that reading for pleasure is valued at all times and is not just confined to the total time spent completing homework. This would include fostering early reading skills and comprehension skills, where appropriate. We want to promote a love of reading in every child. We encourage parents and carers to discuss their children's books and ask questions about them to ensure that there is understanding of their book as well as accurate reading.

With this in mind, approximate homework expectations are:

Broadwater:

- Reading daily
- Phonic books to be practised daily
- Spellings will be introduced during the year, as appropriate to individual children.

Year One

- Reading daily (about ten minutes)
- Spellings to be practised daily. New words will be set weekly.
- Literacy, maths or topic – one piece of work will be set on a Thursday, due in the following Thursday

Year Two

- Reading daily (about ten minutes)
- Spellings to be practised daily. New words will be set weekly.
- Literacy or topic – one piece of work will be set on a Thursday, due in the following Thursday
- Maths – one piece of work will be set on a Thursday, due in the following Thursday.
- Times tables practice (about 5 minutes daily for regular tests)

Years 3 and 4:

- Reading daily (about ten minutes)
- Times tables practice (about five minutes)
- Spellings to be practised daily. New words will be set weekly. Spelling sentences to be completed each week.
- Maths, Literacy, Verbal Reasoning – one piece of each set weekly.
- French – short vocabulary list or other homework, set weekly, due in or test the following week.

Years 5 and 6:

- Reading daily (most children should read to themselves for a minimum of twenty minutes)
- Spellings – new words are set on a Thursday, spelling tests the following Thursday.
- Maths – two pieces of work set each week.
- Literacy – one piece of work set each week.
- French – vocabulary list and piece of homework set on a Friday, with a test the following week.
- Times tables practice – 5 minutes daily (oral).
- Year 5 VR – one piece of work set each week.

Children in year 5 and 6 may be given more if it is felt it will support their learning as they approach the 11+ exams, or if they have classwork to finish off.

The Role of Parents

It is our expectation that homework will be completed carefully and returned on time. Parents are expected to:

- Provide a suitable place where your child can do their home learning, somewhere reasonably peaceful, with supervision if appropriate
- Make it clear to your child that you value home learning, and support the school in explaining how it can help raise attainment
- Ensure and check that tasks are completed on time and to a suitable standard
- Contact the children's class teacher if they have any questions or contact the headteacher if they have queries of a general nature regarding homework.

Parents need to discuss with their children the following questions:

- When is it a good time to do homework?
- Where is the best place for homework to be done?
- What helps concentration?
- How long should homework take?
- Should I ask for help with my homework, even when it is finishing work started in class?
- Who should I ask for help and how much help should I expect?

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the work.

The boundary between what many parents see as constructive help and what children view as interference, is indistinct and can vary from day to day. Parents need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed plus what form this might take.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. Where homework is frequently missing or not completed, late or of poor quality, the children's parents or carers will be contacted by the class teacher.

If parents wish to make a formal complaint about the school homework policy or the way it is implemented, parents should put their complaint in writing as stated in the Complaints Procedure Policy.

The Role of Pupils

Pupils should:

- Do their best to complete task as instructed
- Ask for help as appropriate
- Gain increased motivation and enjoyment through home learning

Pupils with additional educational needs

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. If a child has additional needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

Monitoring and Review

It is the responsibility of the head teacher to

- Promote the school homework policy to staff, parents and pupils
- Monitor and evaluate the efficiency and effectiveness of the policy