

St Andrew's CEVC Primary School, Great Yeldham

# Homework Policy



Reviewed Spring term 2011  
(Review co-ordinated by Maria Trappitt)

St. Andrew's CEVC Primary School  
Church Road  
Great Yeldham  
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## **Rationale**

St Andrew's CEVC Primary School encourages opportunities for extending pupils' learning and appreciates the need for developing firm links between home and school. By setting homework, the school endeavours to address these two aims. The home and school partnership will also include consultation evenings held each term, homework diaries, half-term curriculum plans and a homework guide.

## **Aims**

- To address school targets and pupil's individual targets.
- To develop an effective partnership between home and school.
- To contribute towards raising standards throughout the school.

## **Objectives**

- To consolidate and reinforce skills and understanding, particularly in literacy and numeracy.
- To use home environment to support all kinds of learning.
- To extend school learning.
- To stimulate interest.
- To help develop study and organisational skills.
- To encourage independent learning.
- To encourage children to study on their own.
- To prepare pupils for secondary school.

## **Tasks**

- To have a clear focus.
- To give opportunities for pupils to succeed.
- To develop a wide range of skills.
- To be varied in format.
- To be manageable for pupils, parents/carers and teachers.

## **Pupils with Barriers to Learning & Participation and the Very Able**

These pupils should be set appropriate homework as outlined by their IEP. (For further details please consult the BLP Policy and Very Able Policy).

## **The Role of Parents**

Clear guidance will be given to parents and carers in supporting their children's homework and how the school will expect the role to change as the pupil gets older. (See **Homework Guide** for further details).

In general terms parents and carers should be encouraged to:

- provide a reasonably peaceful, suitable place in which pupils can execute their tasks;
- support and encourage pupils to execute their homework;
- praise pupil effort and progress;
- value the purpose for doing homework and education.

## **Responsibilities**

### **Who plans what is set?**

- The class teacher will plan what is set within the context of the Curriculum and half termly plan.

### **Who takes overall responsibility for the standard of work set?**

- The ultimate responsibility rests with the head teacher and Governing Body. The Subject Leaders will include homework as an area to be monitored. The Key Stage Leader will also have a monitoring role through KS co-ordination and the links between work set, individual targets and Short Term Planning (STP), Medium Term Planning

(MTP) and Long Term Planning (LTP).

### **Who makes sure that Homework is completed?**

- The ultimate responsibility lies with the child. However, support and encouragement by all adults is crucial. This may involve early intervention where any one of a range of circumstances mitigates against the child. The emphasis will be on a positive learning experience based on support.

### **What happens if Homework is not completed?**

- While we accept that children may use some homework time to complete some unfinished school tasks, it is important that homework should be promoted positively and should not be seen as a “punishment”. Inevitably some children will not complete their work. Response will depend on how often this happens, the following points would be considered:
  - Having established that the work is appropriately differentiated the child should be given a short extension to see whether the work can be completed.
  - The child should be given ample opportunity to discuss the work with the class teacher if there is a perceived difficulty.
  - Praise should be given for completed tasks irrespective of whether the work is “right”.
  - Where there is persistent non-compliance with the policy parents should be contacted to establish their support role. Equally staff should be as positive/supportive as possible with the child and attempt to get to the bottom of the problem.
  - Where there is non-compliance from a family, or where there are recognised difficulties within a home situation the child should be given the opportunity to complete work in school.

<h2><b>Homework Activities</b></h2>
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These may include:

- Pre-reading activities.

- Shared and/or quiet reading.
- Spellings.
- Tables.
- Information retrieval.
- Foundation subjects.
- Enquiry tasks.
- Investigations.
- Cross-curricular projects.

## **Monitoring and Evaluating**

- Homework will be part of the school monitoring cycle which includes LTP & STP, lesson observations, pupil interviews, book scrutiny and environment.
- Homework will be given according to the 'recommended time allocation for homework' and will have a different format according to class and year group.
- Homework will be monitored for its links with 'Assessment for Learning' and individual targets set against whole school layered targets.
- The policy will be reviewed with staff, parents (through the school website) and governors being part of the process.

## Recommended Time Allocation for Homework

Year	Daily/Approx Weekly	Homework Activities
Year R	10-15 mins (50 mins per week)	<ul style="list-style-type: none"> <li>• Prioritise reading and phonics.</li> <li>• Can be written or verbal</li> </ul>
Year 1	15 mins (1hr 15mins per week)	<ul style="list-style-type: none"> <li>• Prioritise reading and phonics.</li> <li>• Can be written or verbal</li> </ul>
Year 2	15-20 mins (1hr 30mins per week)	<ul style="list-style-type: none"> <li>• Prioritise reading and phonics.</li> <li>• Can be written or verbal.</li> </ul>
Year 3	20 mins (1 hr 40mins per week)	<ul style="list-style-type: none"> <li>• If homework is not specifically set then the child understands there are independent on-going activities e.g. read (a chapter), work on own bank of spellings, learn a times table etc.</li> <li>• Can be written or verbal.</li> </ul>
Year 4	20 mins (1hr 40mins per week)	<ul style="list-style-type: none"> <li>• If homework is not specifically set then the child understands there are independent on-going activities e.g. read (a chapter), work on own bank of spellings, learn a times table etc.</li> <li>• Can be written or verbal.</li> </ul>

Year 5	25 mins (2hrs 5mins per week)	<ul style="list-style-type: none"> <li>• If homework is not specifically set then the child understands there are independent on-going activities e.g. read (a chapter), work on own bank of spellings, learn a times table etc.</li> <li>• Can be written or verbal.</li> </ul>
Year 6	30 mins (2hrs 30mins per week)	<ul style="list-style-type: none"> <li>• If homework is not specifically set then the child understands there are independent on-going activities e.g. read (a chapter), work on own bank of spellings, learn a times table etc.</li> <li>• Can be written or verbal.</li> </ul>

Homework should be completed each evening as it is set.

Reviewed by M Trappitt – **January 2011**

Shared with staff **January 2011**

Shared with Governors **March 2011**

Review date – **January 2011**

## **Why do homework?**

Tasks set as homework are aimed to help your child practise skills learned at school, extend their knowledge, develop study skills and encourage independent learning. As pupils progress through the school, there is a greater emphasis on organisational skills and taking responsibility for their own learning. Pupils can achieve satisfaction and enjoyment through endeavour that will provide a rewarding lesson for life.

## **How can I help my child?**

Provide a quiet place and encourage time to be set aside for homework. Let them know that you value education and want them to value it too. Share your skills and knowledge and help stimulate their interest in finding out new things. Be aware of your child's targets as reported at open evenings and in the termly and end of year reports.

Praise effort and encourage them to do their best.

## **How much should I help?**

Your child will be set homework that is appropriate to their ability. If they experience difficulties help them to clarify the task. Make suggestions or offer examples. If you are not sure, 'let's find out together' is a good one! Teachers are always willing to discuss your child's progress outside of parents evenings.

## **How do I know how my child is doing?**

Each term there is an open evening when you can discuss your child's work and/or weekly class teacher and head teacher surgeries. Your child will be set individual targets in the curriculum. In Key Stage 1 & 2 pupils will be involved in the setting and reviewing of these personal targets.

Baseline assessment is carried out during the first two weeks of the Autumn term in the Foundation Year and termly Assessment thereafter, towards the Early Learning Goals. KS1 SATs, KS2 SATs and years 3, 4 & 5 optional SATs occur in the first half of the Summer term.

## What is homework?

Tasks may be varied but they will underpin and enhance the learning and skills taking place in the classroom. Tasks may include specific practice such as tables and spellings or be investigative, data retrieval, shared/quiet reading, reporting or recording. Some activities may relate to specific learning needs as outlined in individual educational plans.

## How do I know what my child is learning?

At the beginning of each half term, your child will bring home a curriculum 'web'. Please use this to refer to the areas of study your child will be covering. If parents and carers can contribute to the topics in any way, we would love to hear from you!

**Please contact your child's teacher if you need more information or if your child is reluctant to study at home.**

St Andrew's CEVC Primary School

Great Yeldham

Homework Guide

for

Parents and Carers



Getting the best out of homework