

Greens Norton C of E Primary School



Homework Policy

'At our school everyone can join in with everything we offer.'

Approved by

R J Jones, Chair of Governors

J. Pickering, Head Teacher

GREENS NORTON C OF E PRIMARY SCHOOL**HOMEWORK POLICY STATEMENT****Background**

It is our policy to encourage children to enhance their skills, knowledge and understanding by means of homework. It is our practice that the issue of homework is taken seriously by staff, pupils and parents.

Homework will be used to reinforce or compliment what has been learned and/or extend pupils studies.

The effective use of homework allows teachers in class to devote time in lessons to direct teaching, thus allowing a more productive use to be made in lesson time and to extend coverage of the curriculum.

Why is Homework Important?

Homework is valuable in that it provides the opportunity to:

- Enhance pupils learning skills by training them to plan and organise their time, develop good working habits and self discipline and to encourage own and responsibility for their own learning.
- Allow for practice and consolidation of work done in class and to allow for the preparation of future class work.
- Seek access to resources not available in school, to develop study skills using libraries and other learning resources and to provide opportunities for individualised work.
- Provide information for parents, enlist their co-operation and support and create channels for home – school dialogue.
- Assess pupils' progress and understanding of work and provide evidence for the evaluation of teaching.
- Encourage pupils, as they get older to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary school.

The Nature of Homework

The system of homework we employ ensures that pupils receive a designated amount per week depending upon their age. The tasks selected by the teachers are commensurate with their ability.

The nature of the homework will vary between age groups but reflects the fact that the purposes of homework change as children get older. Short activities of different kinds – simple games, learning spellings or times tables, reading together – provide important opportunities for younger children to discuss what they are learning with adults and practice key skills. As children get older homework provides an

opportunity for pupils to develop the skills of independent learning. We aim to return homework to pupils as soon as possible.

Ways in which the School helps pupils with homework

Pupils asked to complete homework tasks within set time limits. These may vary depending upon the activity. Parents are informed by individual teachers as to the form and amount of homework their child/ren will receive at the beginning of the academic year (see appendix).

Opportunities for dialogue over issues concerned with homework exist by comments in the home/school books or through contact with the school.

We try to ensure that instructions concerning homework are clear to everyone in class and that all pupils have plenty of time to record what is expected.

We aim to mark (where it is appropriate) and respond to homework regularly. Not all homework will be formally marked. Different methods of feedback can be used other than written comments eg learning spellings/tables for a test. It is important that the kind of homework set and the way in which children receive feedback are kept manageable for teachers.

Parental Involvement

- Parents are encouraged to take an interest in homework rather than just insisting that it is done (some tasks may require parental participation).
- A homework diary will be issued to each child free of charge. Parents will be required to replace any lost or damaged homework diaries.
- Loss of privilege time will be noted in the homework diaries to inform parents.
- Parents and teachers will be expected to sign the diaries on a regular basis.

Monitoring

It is expected that children complete their homework in a set time. This ensures pupils gain valuable experience of working to a deadline and assists staff with their marking schedules.

- Teachers demonstrate that they value children's efforts and will monitor the completion of homework.
- Opportunities will be given for pupils to complete homework tasks during breaks and lunchtimes.
- Teachers will hold discussions with children and parents if the completion of homework is an issue

Review

This policy will be reviewed as and when it is necessary.

Reference

Homework: Guidelines for Primary and Secondary Schools DfEE 1998.

GREENS NORTON C OF E PRIMARY SCHOOL**HOMEWORK GUIDELINES****Contents**

The main focus for homework will be numeracy and literature. Other subjects will be included as appropriate to the class work.

The homework programme may include the following:

1. Reading together and sharing books is strongly recommended by all staff at the school. Ideally on a daily basis. Other literacy activities will include learning spellings and writing.
2. To develop Numeracy we set number games and mathematical tasks. Throughout Key Stage 2 children will be encouraged to learn and apply their tables.
3. Additional activities can include:
 - i. Finding out information using a variety of methods including the use of ICT.
 - ii. Reading in preparation for a topic or test.
 - iii. Preparing oral presentations.
 - iv. Preparing a design, poster or drawing.
 - v. Written assignments.
 - vi. Completion of work to supplement class work.
4. The teacher will set homework in a regular pattern, eg spellings every Monday.

Time Allocations

The Dfes recommend the following time allocations for Primary Schools:

Reception, Yrs 1 and 2	- 1 hour per week
Yrs 3 and 4	- 1.5 hours per week
Yrs 5 and 6	- 2.5 hours per week.

SEN / More Able Child

Setting homework for these pupils is not always easy. While it is important for these pupils to do as much in common with other children they will benefit from separate tasks at times. These tasks will:

- Have a very clear focus and guidelines.
- Give plenty of opportunity for pupils to succeed.
- Help develop social as well as other skills.
- Be varied and not purely written assignments.
- Be manageable for teachers.
- Include opportunities to challenge and develop key skills.