

GREAT WILBRAHAM CHURCH OF ENGLAND PRIMARY SCHOOL

HOMEWORK POLICY

Introduction

Homework refers to any work or activity which pupils are asked to do outside lesson time, either on their own or with parents or carers.

1 Purpose

- To consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- To exploit resources for learning, of all kinds, at home and outside of school
- To extend school learning, for example through additional reading
- To encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and preparing them for the requirements of secondary school
- To develop an effective partnership between the school and parents and other carers in pursuing the aims of the school

2 Implementation

The type and amount of homework which is appropriate for pupils is different at all ages. The main focus for homework is literacy, numeracy and based on current class topic.

Regular reading is vital. For KS1 children regular reading is the most important aspect of homework. All primary age children should regularly read to their parents and carers and/or listen to them reading. In KS2 fluent readers are expected to read on their own for at least ten to twenty minutes a day.

In addition to these regular activities, older children should be given some homework, gradually increasing in its demands, of other kinds. These tasks might include:

- Finding out information
- Reading in preparation for lessons
- Preparing oral presentations
- More traditional written assignments

A homework activity grid (attached) suggests activities and the length of time to be spent on tasks.

The class teacher is responsible for ensuring that the demands of homework are manageable for pupils and parents/carers.

More specific expectations, at both Key Stages, will be outlined in the teacher's termly letter to parents.

3 Recommended time allocation for homework

Years 1 and 2	1 hour/week
Years 3 and 4	1.5 hours/week
Years 5 and 6	30 minutes/day

4 Special Educational Needs

The purposes of homework outlined elsewhere in the policy apply equally to pupils with SEN. In addition tasks should:

- Have a very clear focus and time-guideline
- Give plenty of opportunities for pupils to succeed
- Help develop social as well as other skills where necessary
- Be varied – and not purely written assignments
- Be manageable for teachers

5 The role of parents and carers in supporting pupils

Parents/carers should

- Provide a reasonably peaceful, suitable place in which pupils can do their homework
- Make it clear to pupils that they value homework and support the school in explaining how it can help their learning
- Encourage pupils and praise them when they have completed homework
- Let school know if there are any problems with homework
- To give guidance

Feedback for pupils, parents/carers and teachers

It is important that feedback is given to pupils as soon as possible. Pupils will be given feedback on homework tasks.

Year group	Activity	Frequency
Reception	<ul style="list-style-type: none"> • Sharing a book, this may be to the child reading to the parent/carer or vice versa, eg bedtime story • Home reading book • Learning High Frequency words • Home activity based on topic learning that week with a variety of activities across all areas of learning • Spellings – look at the word, say the word, cover the word, write the word, check the word 	<ul style="list-style-type: none"> • Daily • Daily, where appropriate • Practice regularly for a couple of minutes daily • Once a week starting in the Spring term • Introduced when appropriate, usually in the summer term
Year 1 & 2	<ul style="list-style-type: none"> • Continue to enjoy sharing books together • Continue with home reading book • Continue to learn High Frequency Words • A Maths activity eg spending pocket money, cookery, telling the time • Mental Maths practice, eg number bonds to 20, odd/even numbers, tables – 2,5,10 & others for more able • Topic based homework 	<ul style="list-style-type: none"> • Daily • Recommended reading time of 10 minutes daily with an adult • Practice regularly for a few minutes every day • Practice regularly for a few minutes every day • Practice regularly for a few minutes every day • Once a week

Year 3 & 4	<ul style="list-style-type: none"> • Reading to an adult or, increasingly, reading alone & writing comments in reading records • Mental maths practice including tables up to 10 x 10 • Topic homework • Spelling and grammar taught through Literacy homework • Maths task 	<ul style="list-style-type: none"> • Recommended reading time of 15 – 20 minutes • Daily practice of 5 minutes • Fortnightly • Once a week • Once a week
Year 5 & 6	<ul style="list-style-type: none"> • Topic homework • Reading/writing task • Maths - learning tables • Maths task related to class teaching • Regular reading 	<ul style="list-style-type: none"> • Once a week • Once a week • On going • Once a week • 20 minutes daily