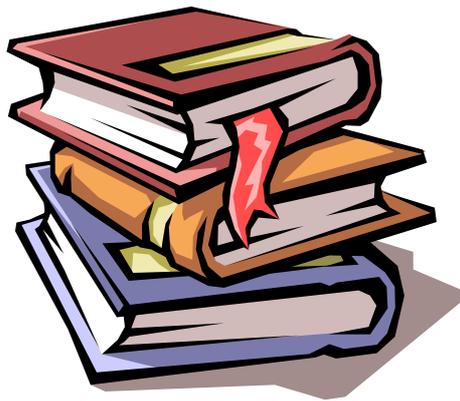


# St. Matthew's C E Voluntary-Aided Primary School



## HOMework POLICY

## **INTRODUCTION**

We believe that education is a partnership between the school, the home and the pupil and that the links between school and home are very important. Children may be given work to take home. We believe that this is beneficial to the child's educational progress and that parents value their involvement. We seek the co-operation and support of all parents and guardians.

Homework is defined as any work or activity which children are asked to do outside lesson time, either on their own or with their parents.

The purpose of homework is threefold:

1. to develop an effective home – school partnership to help the pupil learn
2. to reinforce learning which has taken place at school
3. to develop the skills and attitudes of independent study in readiness for lifelong learning

Our intention is that homework should never become an unreasonable burden for any child. Homework may be set by the class or group teacher and although it will usually follow a set pattern, it may vary at the teacher's discretion. Where appropriate homework will be marked. It is important that work done at home is seen by the pupil to be valued.

## **AIMS OF THE POLICY**

- To ensure consistency of approach throughout the school.
- To ensure progression towards independence and individual responsibility.
- To ensure the needs of the individual are taken into account.
- Ensure that parents have a clear understanding about expectations from themselves and the pupils.
- Extend and support the child's learning through reinforcement and revision.
- Provide opportunities for the parents, pupils and school to work in partnership.
- Provide opportunities for parents and pupils to enjoy learning experiences together.
- To consolidate and reinforce skills and understanding, particularly in literacy and numeracy.
- To exploit all resources for learning including those found at home.
- To extend school learning.
- To prepare children for the demands of secondary school.

The Governors and staff of St Matthew's C. of E. Primary School recognise the need for children to have the time to follow out of school interests and family activities and the attached guidelines and time allocations allow for these important things to take place. This has been particularly important when deciding on the days when homework will be set and collected.

## **PLANNING AND COORDINATION**

It is the responsibility of the class teacher to plan and provide manageable tasks for the children and to liaise with parents where necessary.

Any child who fails to complete homework in Key Stage 2 will be asked to stay in during the next mornings play to complete the task. If a pattern of avoidance develops the class teacher will make contact with the parent or carer to discuss any issues and provide a plan of home/school support for the child.

## **SPECIAL EDUCATIONAL NEEDS**

Although it is seen as important that children identified as having special educational needs do as much in common with other children as possible, there will be occasions when they may benefit from special tasks separate from the homework set for other children in the class. Such homework will be set/marked by the class teacher with the support, where appropriate, of the Special Needs Co-ordinator (SENCO).

## **GIFTED & TALENTED**

It is acknowledged that the able child needs to be given homework that will use their full ability and their homework may differ from that set for the majority of the class. These tasks will often be more open ended to encourage the children's question, logic and problem solving skills.

## **FEEDBACK**

All homework is marked promptly and feedback given to pupils. This may take a variety of forms according to the work set, such as:

- Class discussion about the work
- Individual written feedback
- Individual verbal feedback
- Team points, stickers and certificates

Parents are encouraged to give teachers any useful feedback as this can be very helpful when marking and assessing homework. This may include:

- Notes in the reading diary
- Notes on the homework
- Notes attached to exercise books
- Verbal feedback.

## **THE ROLE OF PARENTS**

Parents are asked to provide a suitable place in which homework can be completed, whether working alone or with an adult. It is essential that parents make it clear to their children that they value homework and are willing to support the school with their approach. This includes encouragement and praise at all levels.

Whilst parents are encouraged to support their child it is important to stress that most regular 'formal' exercises should be done without parental assistance. If parents do give assistance at any times they are asked to note this on the homework to inform the teacher. Class teachers are explicit with instructions, but parents are asked to consult them if unsure.

Parents may sign children's unfinished homework if the time allocation has been used.

It will be stressed to all children that they should ask for help if they cannot understand a task when they start working on it at home, although staff will try to ensure that homework contains examples if possible to help parents understand the task.

## **REVIEW**

This policy was drawn up by the Senior Management Team, working in consultation with the whole staff. Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Senior Management Team, Head teacher and Governors.

The Senior Management Team, in consultation with the staff, will review this policy annually and as and when elements of monitoring, assessment and evaluation are identified or prioritised within the School Development Plan.

## Recommended Time Allocation for Homework

The recommendations of the DCSF for homework for children in Primary Schools are given below.

Year Group	Time allocation	Subjects
Reception	10 minutes per evening	Daily reading, occasional Maths
Year 1	One hour per week	Daily reading, Maths, weekly spellings
Year 2	One hour per week	Daily reading, weekly spellings, weekly Maths
Year 3	One and a half hours per week	Daily reading, weekly spellings, tables practice  Week A: 2 short tasks - literacy and mathematic  Week B: An assignment in another subject.
Year 4	One and a half hours per week	Daily reading, weekly spellings, tables practice  Week A: 2 short tasks - literacy and mathematic  Week B: An assignment in another subject.
Year 5	Two hours per week	Daily reading, weekly spellings, tables practice or maths challenge  Week A: Short Maths reinforcement task + curriculum homework  Week B: Short literacy reinforcement task + curriculum homework.
Year 6	Two and a half hours per week	Daily reading, weekly spellings, tables practice or maths challenge Balance between 2-3 weekly short reinforcement tasks in literacy, mathematics or science, against 1 longer research task in another area of the curriculum (this could make use of cross-curricular links).