



## South Avenue Primary School

### Homework Policy

#### Background documentation

- Homework: Guidelines for Primary and Secondary Schools (DfES 1998) (defines the purpose of homework)
- Homework: Learning from practice. OFSTED/HMSO 1999

#### Purpose

- Developing an effective partnership between the school and parents and other carers in pursuing the aims of the school. This is also, of course, the purpose of our home school agreement.
- Consolidating and reinforcing skills and understanding, particularly in Literacy and Maths.
- Exploiting resources for learning, of all kinds, at home.
- Extended school learning, for example, through additional reading.
- Encouraging pupils as they get older to develop confidence and the self-discipline needed to study on their own, and preparing them for the requirements of secondary school.

#### Approach

Homework builds on work done in the classroom. It enables the class teacher and the parent to confirm that the child has an understanding of a subject and helps to install and develop a sense of discipline about work at home. If a teacher sets a date for completion there is an expectation that work will be completed by the set date.

Most homework will focus on English and Maths. Other foundation subjects will also be set that is linked to a Year group's current topic, through project work. Homework is returned to school for marking.

Homework should be provided on a consistent basis, with sufficient time allowed for the completion of the task. Children will be given clear instructions about the activity to be undertaken. The homework given should be differentiated to the ability of each child. Parents will be informed by individual teachers as to the form and amount of homework their child/ren will receive at the beginning of the academic year.

Teachers will 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. For younger children it may be appropriate to provide written instructions so parents clearly know what is expected.

We will 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 e.g. spellings/tables test. It is important that the kind of homework set and the way in which children receive feedback are kept manageable for teachers. The amount of time taken on a piece of homework will vary according to the ability of the child.

The following shows what homework is expected, in general terms, across the school:

EYFS	Daily reading, Love to Learn journals
Year1	Daily reading, weekly maths challenge
Year2	Daily reading, weekly maths challenge, weekly spellings
Year3	Daily reading, weekly spellings, weekly maths challenge & 3 topic projects per year
Year4	Daily reading, weekly spellings, weekly maths challenge & 3 topic projects per year
Year 5	Daily reading, weekly spellings, literacy and maths, mental maths and 1 topic project per year
Year 6	Daily reading, weekly spellings, literacy and maths, mental maths and 1 topic project per year in term 6

### **Role of the parent**

The parent is expected to support and encourage the child by giving time and a home environment in which homework can be done. Children benefit enormously from being able to discuss what they have done with their parents. This is not to suggest that the parent should spend time altering or correcting the child's work but rather discuss it and suggest how it might be done differently or improved. Constructive comments enable the child to develop a better understanding of the work and reinforce what is taught in school.

Above all other subjects, reading is a crucial aspect of school work and needs to be encouraged at all times. A child's written skills reflect the attitude of reading. A child who reads widely and with enthusiasm is often able to translate this into written work. It is not possible for an adult to hear a child read at school every day. It is most important, therefore, for a parent to try to hear their child read as often as possible, to discuss the plot and characterisation and ask the child questions about what has been read. Younger children need to be heard on a regular daily basis, older children may however be expected to read independently and silently to themselves.

It is of great benefit to children of all ages to discuss issues of all kinds with their parents. It is hoped that parents will support the school in encouraging their children to develop a responsible attitude to their homework.

Teachers will ensure that all homework which children have to do on their own and which requires marking is marked promptly and returned to provide feedback to both children and parents.

This homework policy will be evaluated regularly using feedback from parents, pupils and staff.