



Cranmere Primary School

Homework Policy

Revised Summer 2013

Review due: Summer 2014

Learning at home is an essential part of the good education to which all our children are entitled. It is not just about reinforcing what has been taught in the classroom, although that is important. A good, well-organised homework programme helps children and young people develop the skills and attitudes they will need for successful, lifelong self-improvement. Homework supports the development of independent learning skills, so enquiry and investigation can be seen as part of the learning process.

Homework partnerships with parents, carers and pupils are vital to extending high quality learning beyond the limits of the school day. By working together, we can ensure that young people are equipped with the disciplines and understanding they need to continue learning throughout their adult lives.

The purpose of homework

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

- Develops an effective partnership between the school and parents and other carers in pursuing the aims of the school.
- Continues interest and learning at home.
- Gives children opportunities to use the 6Rs for Learning at home as well as daily in school
- Provides opportunities for parents and pupils to work together to enjoy learning experiences.
- Provides progression towards independence and individual responsibility.
- Consolidates and reinforces skills and understanding, particularly in literacy and numeracy taught during the lesson.
- Extends and enhances school learning, for example through additional reading.
- Encourages pupils as they get older to develop the confidence and self-discipline needed to study on their own, and prepares them for the requirements of secondary school.
- Encourages pupils to use additional sources of information such as the library or internet for research activities.

The type and amount of homework that is appropriate for pupils of different ages

1. The main focus of homework for children will be literacy and numeracy. As the children move up the school science and other subjects may be included. Particularly in the case of younger children, it is the involvement of parents and carers in joint activities which is most valuable in promoting children's learning.
2. Minimal amount of time should be spent 'finishing off' written work carried out in class.

Homework at Cranmere will take the following form:

Children will have a regular, weekly homework pattern. Each week the same type of homework will be set on the same night e.g. Numeracy on a Tuesday. The children will have a homework timetable. A copy will be given to parents at the start of the academic year and posted on the school website. On this timetable it will show what homework is set, when it is set, how long it may take and when it is due in. This enables the child and parent/ carer to make homework more manageable.

We expect all children throughout the school to spend time reading (or sharing a book, depending on their age and ability) every night. This time is not included in our homework time allocations but is additional to it, as we regard reading as fun. Even children who are keen and independent readers benefit greatly from being able to discuss their book with an adult, so please do show an interest in what your child is reading, encourage them to use lively expression when reading aloud to you, and ask questions that require children to predict what is going to happen or to guess what characters may be thinking.

Reception

In Reception all children will be allocated reading books after the first term to be read regularly at school and at home, preferably every night, and a library book to share with an adult.

A short list of sounds/words to learn will be given to children as and when appropriate. The reading diary will provide a means of communication between school and home. Fun activities will also be encouraged throughout the term via the Reception newsletter.

Year One

In Year One pupils should continue to read each night at home.

They will have a list of spellings to learn each week.

Children will also be able to choose from a menu of fun activities each half term. These may be based on any area of the curriculum.

In the Summer Term they will have occasional maths challenges in preparation for maths homework in Year 2.

The reading diary will provide a means of communication between school and home.

Year Two - approx.1 hour per week in total

Reading every day.

Spellings each week.

Times tables every week.

Once a week - Literacy or numeracy homework related to children's targets.

Year Three - approx. 1 ½ hours per week

Tables -to be practised throughout the week for a weekly test.

Spellings - to be practised throughout the week for a weekly test.

Reading 10-15 minutes a day to an adult.

English activity weekly (related to work in class or individual targets)

Maths activity weekly (related to work in class or individual targets)

Year Four - approx. 1 ½ hours per week

Tables -to be practised throughout the week for a weekly test.

Spellings - to be practised throughout the week for a weekly test.

Reading - 10 - 15 minutes a day.

English activity weekly (related to work in class or individual targets)

Maths activity weekly (related to work in class or individual targets)

In the Summer term the children may also be set a research type activity with a Science or topic theme.

Year Five -approx. ½ hour per day

Tables -to be practised throughout the week for a weekly test.

Spellings - to be practised throughout the week for a weekly test.

Reading - 10 - 15 minutes a day.

English activity weekly (related to work in class or individual targets)

Maths activity weekly (related to work in class or individual targets)

One Science/topic research task a week.

Year Six - approx. ½ hour per day

Tables -to be practised throughout the week for a weekly test.

Spellings - to be practised throughout the week for a weekly test.

English activity weekly (related to work in class or individual targets)

Maths activity weekly (related to work in class or individual targets)

Science activity weekly.

Please ensure that children read every day and that you discuss the book as often as possible to promote understanding.

Revision homework will also be given out occasionally,(e.g. Easter holidays) as will topic homework.

Holiday Homework

We do not set holiday homework, except in Year 6 where revision homework will be set.

However, we would like parents to encourage children to continue to read each day.

Consideration for special needs and equal opportunities

1. Some children with Special Education Needs (SEN) may benefit from special tasks separate from the homework set for other children in the class.
2. Homework set should-
 - have a clear focus and time guideline
 - give plenty of opportunities to succeed
 - help develop essential skills e.g. social
 - be varied- not purely written assignments
 - be manageable for teachers
3. When setting homework for SEN children it may help to produce a frame for the children to work to, typed or written instructions and enlarged sheets etc.
4. Use of a child's Pupil Passport in setting homework should be taken into consideration
5. Reference to the SEN policy should be taken into account
6. Homework should be made accessible and relevant to all children whatever their gender, ability, race or faith.

How will homework be planned, co-ordinated and set, so that the demands on pupils and teachers are balanced and manageable?

1. Tasks set should be directly related to the learning in the class.
2. Generally children should be able to complete tasks independently if there is no additional support from parents and carers available.
3. Use should be made (where possible) of the homework in class. This places importance and relevance on the homework.
4. Time in the teaching day should be given to inform children of the tasks and make links to the learning they are doing. Time should also be given for feedback.
5. There should be a balance between different types of homework.

At Key Stage 1 the following information and feedback procedures should be used between teachers and parents

- Meet the teacher evening sessions or a letter at the start of each academic year explaining how homework will be set and what feedback can be expected
- A timetable indicating what homework will be set and when it needs to be completed by. It will also indicate a recommended amount of time to spend on the homework.
- In Reception there is a reading diary which is used to communicate between home and school.
- Teachers will naturally also write comments on the homework.

At Key Stage 2 the following information and feedback procedures should be used between teachers and parents. In addition to those above-

- The children will have a homework diary in Year 6. At the front of the diary there will be a timetable of homework, general information on how homework is set and ideas and ways to support children at home. The diary will be given out at the beginning of the year. If the diary is lost or misplaced another diary must be purchased by the parent.
- Children will write down their homework indicating the date and when it needs to be completed by.

There may be times when a comment needs to be written in the diary by the teacher.

In addition to the above, teachers in KS1 and KS2 are always available to discuss matters with parents before and after school.

Feedback on homework

The teacher will feed back in a variety of ways. These may include verbally, through praise, through marking the work and writing a comment or by the child presenting their work to the class or awarding stickers and house points. Different tasks may require different forms of feedback, and parents need to be aware that some feedback will be verbal. Verbal feedback is particularly appropriate to younger children, for whom written comments may be difficult to read.

Some homework tasks will be marked by the children themselves during a class lesson. This is very valuable to the teacher as it allows misconceptions to be shared, discussed and cleared up in a prompt manner. Similarly, some tasks may be marked by other children in the class, as peer assessment is very valuable.

Use of the school website

Where possible, teachers will post homework tasks on the school website. However, this cannot be done with all tasks due to copyright law and to constraints on teachers' time.

The role of parents and carers in supporting pupils

Parents and carers should be encouraged to-

1. Provide a reasonably peaceful, suitable place in which pupils can do their homework- alone or, more often for younger children, together with an adult.
2. Ask their child to explain what the homework is they have to do.
3. Make it clear to their children they value homework and support the school in explaining how it can help their learning.
4. Encourage pupils and praise them when they have completed homework
5. Keep to a routine
6. E-mail teachers if they have questions or concerns.

Parents and carers of younger children, in particular, should be encouraged, as far as possible, to become actively involved in joint homework activities with children. These may include-

1. Setting aside time to work together
2. Listening to their child's ideas and allow them plenty of time to talk. This enables the child to think through ideas and problems and often solves concerns they may have.
3. Questioning the child about the homework instead of providing the answers.
4. Providing challenges.
5. Talking through ideas and explaining concepts.
6. Giving examples and suggestions.

Rewards, motivation and failure to do homework.

1. Homework should be based on motivation and support. We want children to have a positive attitude towards homework and value the contribution it plays towards their learning.
2. For children who complete homework on time the following methods of motivation and support can be applied-
 - verbal praise from parents and teachers
 - written praise from parents and teachers
 - presentations to the class or other children
 - discussion and explanation by the child of what they have done
 - house points, stickers, certificates etc
 - public awards and praise in assemblies
 - visits to the Headteacher or Deputy to share outstanding homework.
3. In situations where children are unwilling to do homework, motivation, support, praise and rewards should be used to encourage them.

If the child still fails to do their homework the following steps should be taken-

- All teachers should keep registers of homework completion.
- The teacher speaks to the child to give further help and support
- The teacher should contact the parents/ carers to inform them of their concerns and provide information about what homework there is and how they can help. The teacher may also provide ideas and strategies to help motivate their child.
- We run a weekly lunchtime Homework Club for children who find it difficult to complete it at home. From year 2 upwards children's attendance will be compulsory if they have not done their homework. This will help them train for the transition to secondary school.
- Ultimately the Headteacher will be informed of the situation.

NB: Some children in Key Stage 2 may have personal tutors. It is essential to remember in such instances that school homework comes first.