

EDMONDSLEY NURSERY AND PRIMARY SCHOOL

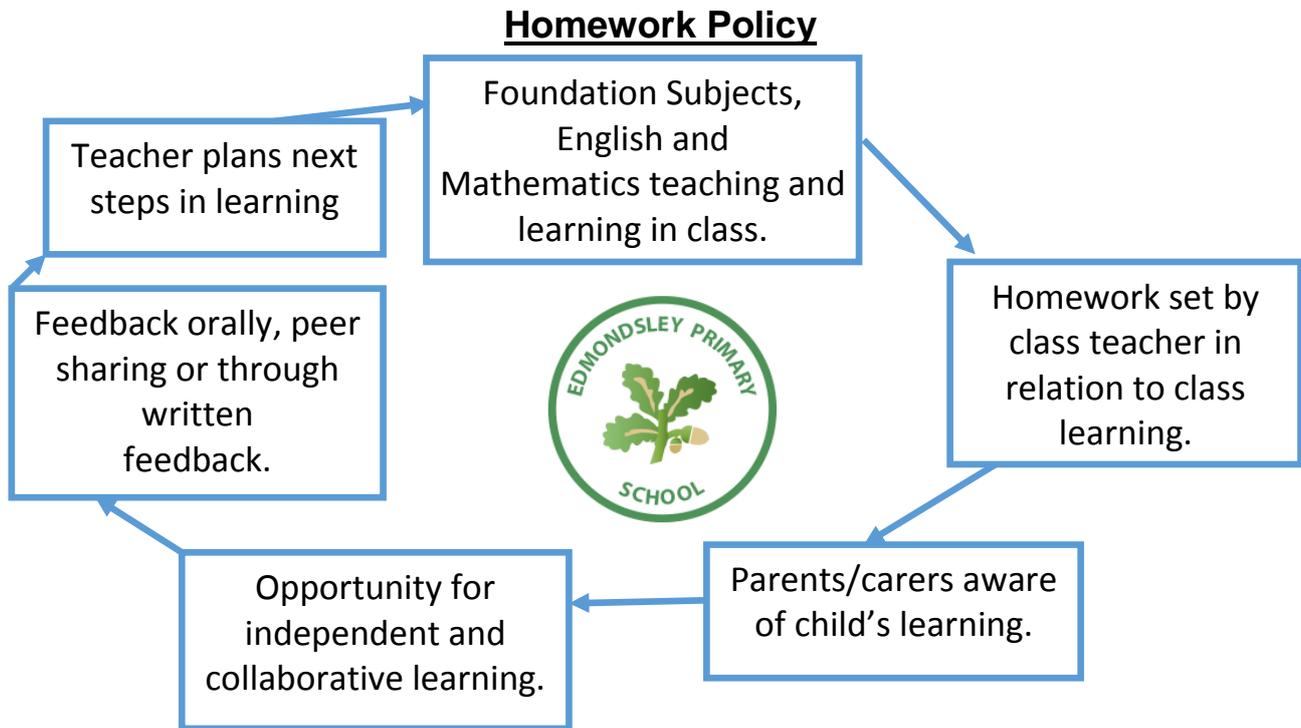
Signed: M Glenton

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Introduction

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children or hearing their children read before bedtime is classed as homework.

Rationale for homework

As part of a comprehensive and balanced curriculum within schools, homework is seen as one way of supporting and fostering life-long learning and connecting families with the learning of their children.

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in their updated guidance (2017) where they see learning at home as *an essential part of good education*. Regular homework is important as it gives pupils the opportunity to practice at home the tasks covered in class and helps children work towards improving important skills. We recognise that the educational experience that any school by itself may provide can be limited by the time and resources available; children can therefore benefit greatly from the complementary learning that can be done at home.

We see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching and learning at Edmondsley Primary School is for children to develop as independent learners, and we believe that participating in homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the fullest when parents also encourage them to make maximum use of the opportunities available outside school.

Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development
- to help pupils develop the skills of an independent learner
- to promote cooperation between home and school in supporting each child's learning
- to enable all aspects of the curriculum to be covered in sufficient depth
- to provide educational experiences not possible in school
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons
- to help children develop good work: life habits and balance for the future.

The amount and type of homework at different stages of a child's development

Homework is directly linked to teaching in class and some is given on a weekly basis.

Reception

- Following an initial parent phonics workshop, children will begin to bring home a sound book with the new sounds being taught written in it. These sounds should be practised daily.
- In the Autumn term, children are invited to bring in an item each day for our class 'sound table' which links to the sounds being taught.
- Children will initially be given books (without words) to develop story telling vocabulary and the use of picture cues. Children will then be given word pots to develop blending and segmenting skills, (hearing and saying the sounds in words.) Finally, children will be given levelled reading books (matched to the phonics which they are learning) which should be shared with an adult at home at least three times a week.
- Children are invited to take part in our weekly 'show and tell' session which promotes speaking and listening skills. The theme for this session always links to current work in school and is a great way for children to talk at home about the topics they are studying in school.
- Children may sometimes be asked to complete Number based activities at home too.
- When working at home with young children, choose a time when they are not too tired, a little and often is the most effective and enjoyable way of completing homework tasks in the Early Years.

Children should take around 40 minutes per week on the tasks listed above. Little and often is more enjoyable and effective than long periods of time.

Y1 – Y2

- Spelling lists are given out weekly. These should be practised regularly for the spelling test which will take place the following week.
- Children are given reading books. Children should read and talk about their book to an adult at least three times a week.
- A weekly homework activity is expected to be completed once a week. Children can choose which order and activity to do each week. This completed activity is then brought into school on the Friday to be shared with the class and verbal/peer/written feedback is given.

Children should take around 1 hour per week on the tasks listed above. Again, little and often is more enjoyable and effective.

Y3 – Y6

- Spelling lists are given out weekly. These should be practised regularly for the spelling test which will take place the following week. Children should write out their spellings twice more over the course of the week, using their organisers provided.
- Children are given levelled reading books. Children should read and talk about their book to an adult at least three times a week.
- A weekly homework activity is expected to be completed once a week. Children can choose which order and activity to do each week. This completed activity is then brought into school on the Friday to be shared with the class and verbal/peer/written feedback is given. Some tasks may take more than one week to complete.
- As per Government guidelines, older pupils in primary schools should be given tasks such as finding out and preparing information as well as traditional writing tasks. At Edmondsley Primary School, we use this expectation to promote a smooth transfer to secondary schools.

Preparation for Year 2 and Year 6 SATS.

- At the discretion of the class teacher, during the Spring Term, more formalised English and Maths homework may be set in Year 2 and Year 6.
- This work will take the form of revision or consolidation of learning and activities that have been covered in the classroom that week.
- The purpose of these activities are to prepare children for their SATs as well as giving parents guidance on what to expect for their child at the end of each Key Stage test.

Children should take between 1½ and 2 hours per week on the tasks listed above.

Time allocations are taken directly from The Government's recommended time allocation, based on current good practice, as set out in ***Homework: Guidelines for Primary Schools and Secondary Schools***.

Inclusion and homework

When setting more formal homework, we ensure that all tasks set are appropriate to the ability of the child and we endeavour to adapt any task set so that all children can contribute in a positive way. We value and celebrate the cultural diversity of our pupils and their families and we appreciate the enrichment that this brings as well as the opportunity this give children to share with their peers.

The role of parents/carers

Parents have a vital role to play in their child's education and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly and by discussing the work that their child is doing. If parents have any questions about homework, they should contact the child's class teacher. Additionally, if a parent is unsure or concerned about any aspect of homework, they are encouraged to speak to the class teacher in the first instance.

Use of ICT

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning.

Some of the most important educational software we use in school can be bought by parents on a home-user licence or by downloading apps which are used at school. This ensures that children are using age-appropriate software in their work at home. Where children have been given an online subscription for learning (e.g. Nessy and Lexia), these details will be sent home by the class teacher and parents are encouraged to use this software to further enhance homework provision. We discourage children from bringing computer software into school because of the risk of viruses.

Feedback to pupils on the quality of their work

Feedback will take the form of oral feedback, written comments, cursory marking or peer sharing of activities completed. The type of feedback will be dependent on the activity and purpose of work completed for homework.

Monitoring and review

We allocate time to monitor the implementation of this policy. It is the responsibility of our Governing Body to agree and then monitor the school homework policy. This is done by the Curriculum Committee of the Governing Body. Parents complete a questionnaire each year and our governing body pays careful consideration to any concern that is raised.

Implementation

- Our school will ensure that homework is an integral part of the curriculum prepared alongside all other programmes of learning.
- Pupils will record and ensure their understanding of the homework tasks and demonstrate a commitment to spending an allocated time doing the tasks set and handing the work back on time.
- Parents and carers will encourage and monitor homework and inform the school if an issue arises.
- The homework policy should be promoted and shared throughout the school. Its implementation and effectiveness should be reviewed annually. This is to ensure that teachers and parents are completely clear about what is expected of pupils in terms of homework and how it should be organised and managed.