

Policy reviewed March 2019 and no changes necessary, next review September 2019

## **Eastbury Community School Homework policy**

### **Introduction - The Purpose of Homework**

As a child progresses through primary school, homework has some or all of the following purposes depending on the age of the child and format of the homework:

- It consolidates and reinforces skills and understanding learnt in school
- It extends school learning, for example through additional reading
- It provides opportunities for children to use out of school resources (e.g. books and Information Technology) found in the home or other places such as libraries
- It fosters the partnership between the school and parents in achieving the aims of the school for the benefit of the child and encourages pupils and their parents to share and enjoy learning experiences
- It helps develop the confidence and self-discipline the child needs to study on their own

### **The Nature of Homework**

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

- The nature and type of homework changes throughout a pupils school career
- Amount and frequency of homework should increase as a pupil gets older but this may also vary through the school year and be appropriate to the ability of the child
- Homework should not cause undue stress on the pupil, family or the teacher
- It will not necessarily come in the form of a written task
- Homework should be set regularly from the Foundation Stage to Year 6

### **Recommended Time Allocation**

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

The following are Government recommendations as appropriate time allocations for homework activities;

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

### **Homework Tasks**

Listed below are a number of example tasks and activities that might be given as homework in each Key Stage of Eastbury Community School. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

### **Foundation Stage**

These may include:

- Phonic recognition
- Reading books and key words
- Counting up and down stairs, number of jumps, number of tins etc. etc.
- Reciting nursery and counting rhymes.
- Identification of shapes in the environment.
- Fastening and unfastening buttons and zips and tying shoelaces – getting dressed and undressed etc. etc

### **Key Stage 1**

These may include:

- Reading books and key words
- Learning spellings
- Learning number facts
- Literacy activities
- Numeracy activities and real life numeracy related problems e.g. shopping, car, bus and house numbers, use of T.V. remote control.

### **Key Stage 2**

Year 3 and Year 4

These may include:

- Reading
- Spellings
- Literacy activities
- Numeracy activities
- Handwriting practise

Year 5 and Year 6

They may include:

- Reading
- Learning spellings
- Other Literacy activities such as; Handwriting practice, reading comprehension activities, planning pieces of writing, planning presentations, researching topics
- Numeracy activities such as; Learning Times Tables, learning number facts and number bonds, practising calculation strategies learned in class

### **Role of the Class Teacher**

- To provide an explanation of homework tasks to children and, when necessary, parents and give guidance of how they might assist their child
- To set up regular homework in an easily followed routine
- To ensure that homework is set consistently across classes in the Year group
- To set homework that takes equal opportunities into account
- To ensure any homework is purposeful and links directly to the curriculum being taught
- To reward and praise children who regularly complete homework tasks
- To mark homework appropriately, when necessary and give feedback to pupils

N.B. Whilst there is a legal responsibility for a school to set homework on a regular basis, the school cannot enforce the completion of homework and therefore, will not punish children for failing to complete some, or all of their homework.

### **Role of the Head of School and Governing Body**

- To check compliance of the Policy
- To meet and talk with parents when appropriate
- To discuss with staff how far the policy is being successfully implemented

### **Role of Parents/Carers**

- To support the school by ensuring that their child attempts the homework
- To provide a suitable place for their child to carry out their homework
- To encourage and praise their child when they have completed their homework
- To become actively involved and support their child with homework activities
- To make it clear that they value homework and they support the school by explaining how it can help learning.

At Eastbury Community School we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their

learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

### **Racial Equality & Equal Opportunities**

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Eastbury Community School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

### **General**

Wherever possible staff should try to mark any homework that is returned by pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. However, marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.

If children are absent due to illness we will not send homework home. We would assume the child was too ill to work. If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. In such circumstances the teacher should consult the Head Teacher first. It is not possible to give homework when parents take holidays in term time.

Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

Signed..... (Head of School)

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