

Policy on Homework

MUGGINTON CofE PRIMARY SCHOOL

Reviewed	<i>5th December 2016</i>
HT	J Green
CoG	D Walton
Future Review	<i>Autumn 2019</i>

Mugginton CE Primary School

Homework Policy

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance

1. Introduction

Homework is anything that 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 children's learning. E.g. A parent who spends time reading a story to their child before bedtime is helping with homework – especially when they discuss what they have read.

2. Rationale for homework

Homework is a very important part of a child's education and can add much to a child's development. Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Homework can help to form successful dialogue between parents and teachers.

Homework plays a positive role in raising a child's level of attainment. 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 wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than in school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside school hours.

3. 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 independently learner
- To promote a partnership 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 learning done in school and to allow children to practise skills taught in lessons
- To help children develop good work habits for the future

4. Types of homework

We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents. We may ask KS1 children to learn spellings or mathematical tables as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying it in school. E.g., in the history topic on toys we ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. When we ask children to study a topic or to research a particular subject we encourage them to use the school resources, the local library and all other forms of media.

At Key Stage 2, homework is completed in a school workbook. We expect children to do more tasks independently. We set literacy, numeracy and weekly spelling homework and we expect the children to consolidate and reinforce learning done in school through practice at home. Similarly to KS1, children are encouraged to read frequently.

We also set homework as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood

5. Amount of homework

We increase the amount of homework that we give the children as they move through the school. We expect KS1 children to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in years 3 and 4 to spend approximately 15-20 minutes per night on homework and children in years 5 and 6 to spend approximately 30 minutes per night. This is in line with the DfES guidelines that were issued in 1998.

We give all the children in KS2 a book where they or the teacher or teaching assistant may record the homework and where parents and teachers make any relevant comments.

Reception and KS1 parents use their child's reading record to liaise with staff.

6. Pupils with Special Educational Needs and Disabilities (SEND)

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the pupil's Individual Education Plans (IEPs) or Educational Health Care Plan (EHCP).

7. The role of parents

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 they feel necessary and provide them with the sort of environment that allows children to do their best. 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 their child is doing.

We ask parents to check the home/school link book at least once a week and add any relevant comments.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the governing body.

8. Monitoring and review

This policy will be reviewed by the governing body every 2 years