

ALBURY PRIMARY SCHOOL HOMEWORK POLICY

The aim of Albury Primary School is to provide a safe and stimulating environment for learning in which all members of our school community are able to develop a sense of self-worth, responsibility and fun, fulfilling their potential within a caring Christian community.

Introduction

- This document is a statement of the aims, principles and strategies with regard to the use of homework at Albury Primary School.
- It should be read in conjunction with the Teaching and Learning policy. This lays the foundation for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

The purposes of homework

- To encourage pupils to develop the skills, confidence and motivation to study effectively on their own
- To consolidate and reinforce the skills and understanding developed at school, particularly in Literacy and Numeracy
- To develop an effective partnership between the school and parents (guardians) in pursuing the aims of the school
- To extend school learning, for example, through additional reading or research
- To make use of resources for learning which are available at home e.g. adult support, reference books, computers and learning platform.

At Key Stage 1 the key purpose is the development of a partnership between the school and parents and the active involvement of parents in their children's learning. At Key Stage 2 the main purpose increasingly becomes an opportunity for pupils to develop the skills of independent learning.

Types and quantity of homework

The main focus for homework will be on Literacy and Numeracy. Other subjects will be given as homework as the children move through Key Stage 2. Homework is differentiated to take account of individual pupils' needs.

At Key Stage 1 homework activities should take about 1 hour each week. These activities include reading, spellings and any other English or Maths work for Year 1 and 2 and reading for Year R.

In Years 3 and 4 of Key Stage 2 homework activities should take about 1-½ hours each week. Work will include reading, spellings and any other English or Maths work, and occasional assignments in other subjects.

In Years 5 and 6 of Key Stage 2 homework activities should take about 2½ hours each week. Work will still focus on English and Maths but will include other curriculum subjects.

Children with Special Education Needs

Children with special education needs (SEN) are not isolated from their class group by not being given homework. It is equally important that homework tasks are set appropriately for children with SEN. Such children may benefit from separate tasks from the rest of the group. The class teacher and SENCO will work with parents to ensure that homework tasks meet the needs of pupils with SEN. These activities may be highlighted in the children's IEPs.

Responsibility of the Class teacher

The class teacher will normally decide the homework schedule and set the homework to be done in line with the aims of this policy. The class teacher will his/her best to ensure that the work is manageable for the pupils, parents and the class teacher. The class teacher is responsible for ensuring that pupils and parents have a clear understanding of the homework task, the learning targets therein, the time frame and for keeping a record of homework set.

Responsibility of the Parents

Parents or guardians should

- Be actively involved in their daughter/son's homework activities. This is especially important with children in Key Stage 1
- Encourage their child to check if any new activities have been set on the Learning Platform.
- Provide a reasonably peaceful, suitable place for doing homework
- Show their children that they value homework and support the school by explaining how it can help their learning
- Keep themselves informed about the homework that has been set and the deadlines involved in order to support their son/daughter
- Encourage their children then praise them for completing homework
- Let the school know if they or their son/daughter are experiencing difficulty with the type or amount of homework set by the school.

We know that children are tired at the end of the school day.

We know that primary school pupils have commitments in the evening e.g. Brownies, Karate etc.

We know that children work at different speeds and so hope that parents will use discretion to ensure that the time spent by their child is reasonable.

We know that it can be difficult for busy parents to make the time to support children with their homework every evening.

For these reasons the homework set will be spread over a week and need not be completed on any one day. We will encourage pupils to complete all homework tasks, however, if completion of a task is vital to children's progress they may be given the opportunity to do the work at lunchtime.

Range and timing of tasks

In most cases pupils will be given more than one evening for the completion of tasks. Any tasks may be given through a set of written instructions or may be set on the Learning Platform.

Reading Children from Year R onwards should read regularly at home with parents or guardian. In Key Stage 1 reading and sharing books at home should be a daily activity. At all ages the reading should include the school reading book and other types of books or reading material. For example, a Year 4 pupil might read a reference book in order to find out information for a school topic, or might read and discuss an item in a magazine or newspaper. At upper Key Stage 2, children should be reading for at least 20 minutes each day. This time is included in the recommended weekly homework time, but children should be encouraged to read even when, for example, they are working on Maths homework for that day.

Spellings From Year 1 onwards children maybe given a list of spellings to learn each week. They may be tested on these spellings each week. The spellings set may be drawn from:-

Primary Strategy High Frequency Words

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Words containing a particular letter string
Individual spellings
Topic spellings

English Homework

Work for Year 1 and 2 may include:

- Handwriting sheets
- Research about topic/language use
- Language games
- Finishing off a piece of class work

Work at Key Stage 2 may include:

- Handwriting
- Finding out information
- Writing book reviews
- Punctuation practice
- Practice in the use of adverbs, adjectives, pronouns etc.
- Reinforcing skills taught in the Literacy Hour
- Note-making
- Writing from notes
- Reading in preparation for lessons
- Preparing oral presentations
- Story-writing
- Re-drafting work
- Finishing off a piece of class work

Maths Homework

Work set at Key Stage 1 may include:

- Maths games
- Worksheets reinforcing maths skills
- Tables for Year 2 - x2, x5, x10 and Year 1 - x2
- Mental maths including tables (Year 1 - x2 and Year 2 - x2, x5, x10) and number bonds

Work set at Key Stage 2 will include:

- Mental maths activities
- Learning multiplication tables. Pupils will be given a set time period (usually ½ a term) before being tested on each multiplication table
- Practice and reinforcement of skills and strategies taught in school (e.g. completing a worksheet, practical tasks, playing a maths game or completing an investigation)
- Work needed by individual pupils to ensure that they keep pace with their group

Other Subjects

Tasks will be varied. They may include, for example, a designing task in D & T, learning Music festival songs for music, finding out information from family members for history or a simple experiment for science.

Summary

Key Stage 1

- Reading every school day
- Practise spellings every day
- Handwriting weekly

- Number work weekly including tables

Key Stage 2

- Reading every day if possible
- Practise spellings for weekly test every day
- X tables - learn one new table in each ½ term
- Practise/consolidate tables covered previously
- Maths work (Year 3 and 4) weekly (approx. 25 mins.)
- Maths work (Year 5 and 6) weekly set task and development of mental skills (approx. 40 mins.)
- Other English work (Year 3 and 4) weekly (approx. 25 mins.)
- Other English work (Year 5 and 6) daily reading, spellings + weekly set task (approx. 40 mins.)
- Other subjects - work will be set in other subjects when appropriate and this may replace the weekly English or maths tasks.

Recording Homework

- At Key Stage 1 every pupil will have a homework book. It will go home with reading book, reading record and spelling book, etc. as appropriate. Parents will be asked to note on their Reading Record pages read at home.
- At Key Stage 2 each pupil will keep their homework activities in a folder.

Feedback on Homework

It is important that all homework tasks should be effectively marked and feedback given to the pupil. The support and praise of parents when work is completed at home is a vital initial part of that feedback.

The setting and marking of homework can place a significant extra burden on teachers and so tasks will be devised to ensure that the amount and the timing of the marking required is manageable. Not all homework will be formally marked. It may be marked together in a class or group or pupils may be asked to talk to the class about, for example, research work done.

Spellings will be tested weekly and results recorded. Multiplication tables will be tested as and when necessary.

Monitoring and Evaluation of the Policy

The Headteacher will review a sample of the homework diaries and assignments each term in consultation with all teaching staff.

Our homework policy:

- Ensures consistency of approach throughout the school
- Ensures progression towards independence and individual responsibility
- Ensures the needs of the individual pupil are taken into account
- Ensures parents/guardians have a clear understanding of what is expected of them and their child
- Improves the quality of learning experience offered to pupils
- Extends and supports the learning experience via reinforcement and revision
- Provides opportunities for parents, pupils and school to work in partnership
- Provides opportunities for parents and pupils to work together to enjoy learning experiences; encourages children to develop long term strategies for future needs
- Prepares children for secondary transfer at Year 6.