



Homework Policy

Godinton Primary School

September 2016

Policy approved by Governor's Strategy Group 21/09/16

This Policy is due for renewal in Term 1 2018 - 2019

Godinton Academy Trust is a charitable company limited by guarantee and registered in England and Wales with company number 9404783. The registered office is at Lockholt Close, Ashford, TN23 3JR.

NB. The word parent in this policy refers to parents and carers.

Homework: Guidelines for Primary and Secondary Schools (DfES 1998) defines the purpose of homework.

Another useful publication is Homework: Learning from practice. OFSTED/HMSO 1999

1. Purpose of Homework

- developing an effective partnership between the school and parents and other carers in pursuing the aims of the school. This is also, of course, the purpose of home school agreement
- consolidating and reinforcing skills and understanding, particularly in literacy and numeracy
- exploiting resources for learning, of all kinds, at home
- extended school learning, for example, through additional reading
- encouraging pupils as they get older to develop confidence and self discipline needed to study on their own, and preparing them for the requirements of the Secondary school.

2. Approach

Homework builds on work done in the classroom. It enables the class teacher and the parent to confirm that the child has an understanding of a subject and helps to install and develop a sense of discipline about work at home. If a teacher sets homework there is an expectation that this will be completed by the set date.

Most homework will focus on – English and mathematics. Occasionally other subjects, such as history, geography, science, ICT and RE may also be set as topic homework. Homework should be provided on a consistent basis, with sufficient time allowed for the completion of the task. Children will be given clear instructions about the activity to be undertaken. The amount of time taken on a piece of homework will vary according to the ability of the child.

3. DfE Recommended time allocation for homework

Years 1 and 2

1 hour/week (English, including reading, Mathematics or cross-curricular work)

Years 3 and 4

1.5 hours/week (English, including reading and Mathematics as for Years 1 and 2 with occasional assignments in other subjects)

Years 5 and 6

30 minutes/day (regular weekly schedule with continued emphasis on English and Mathematics, but also ranging widely over the curriculum). Reading continues to form part of homework.

Every class teacher will give a presentation or written synopsis to parents within a few weeks of the start of the academic year, to explain the work to be covered, what is expected from the children and the approach to homework. This is an important part of

the communication process, giving parents the opportunity to ask questions about any aspect of class activity. This takes place at 'Meet the Teacher' afternoons. Teachers may feel this is an appropriate opportunity to offer advice or hints on how parents can help their child to learn spellings and tables.

4. The following shows what homework is expected, in general terms, across the school:

Year R

Daily reading; repeating nursery rhymes, counting rhymes, counting, reinforcing letter sounds, reading key words, sharing library books.

Years 1

Daily Reading and weekly phonics. Occasional additional activities linked to maths, literacy, science or topic work

Year 2

Daily reading. A weekly maths, literacy science or topic activity e.g. number bonds, tables to learn; simple research, e.g. family history.

Years 3

Daily reading. Weekly tables to learn. Weekly activity in either literacy, science or topic.

Upper School

Reading daily. Weekly tables to learn. Weekly maths and literacy activity, occasionally supplemented by a science or topic activity.

There will be an expectation that children in year 5 and 6 will spend longer on homework activities in preparation for secondary school. This should not exceed 50 minutes total per evening and would include reading for enjoyment.

Because of the depth of work covered in these year groups, children may on occasions, be expected to complete a piece of extended writing or other work on a given subject.

There may be times when some children will be asked to complete work begun in class, to ensure that they maintain optimum progress. Any child not completing work to the expectation of the teacher may be asked to finish their work at home. Time spent on this should not exceed 30 minutes.

If children do not understand their homework, then they should talk to the class teacher at the earliest opportunity. All homework tasks are explained to the children in class.

Spelling activities may be built into homework activities for all year groups and may include taking spellings home to learn.

5. Role of the parent

The parent is expected to support and encourage the child by giving time and a home environment in which homework can be done. The class teacher will, as far as possible, ensure that the child is completely clear on what they are expected to do at home so that upper school children, in particular, are able to communicate this to the parent. It is hoped that this will encourage the children to develop a sense of responsibility.

Sometimes the homework will include with it simple instructions for how it should be completed.

Children benefit enormously from being able to discuss what they have done with their parents. This is not to suggest that the parent should spend time altering or correcting the child's work but rather discuss it and suggest how it might be done differently or improved. Constructive comments enable the child to develop a better understanding of the work and reinforce what is taught in school. Above all other subjects, reading is a crucial aspect of school work and needs to be encouraged at all times. A child's written skills reflect the attitude of reading. A child who reads widely and with enthusiasm is often able to translate this into written work. It is not possible for an adult to hear a child read at school every day. It is most important, therefore, for a parent to try to hear their child read or discuss their reading with them as often as possible. Younger children need to be heard on a regular daily basis, older children may however be expected to read independently and silently to themselves.

It is of great benefit to children of all ages to discuss issues of all kinds with their parents.

It is hoped that parents will support the school in encouraging their children to develop a responsible attitude to their homework whilst seeing the importance of not making home an extension of school. The environment should be more relaxed and, provided the child has been concentrating on the work in hand, a time limit imposed. We should ensure that we allow them time to play and be children.

6. Equal Opportunities and Racial Equality (Refer also to these specific policies)

All school policies have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Godinton School provides a broad and balanced curriculum for all pupils. The school accepts the three principles in the statutory inclusion statement for the National Curriculum:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We recognise that citizenship presents opportunities for encouraging respect for diversity.

Our curriculum co-ordinators are responsible for ensuring their subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different racial groups and nomadic communities. In the purchase of resources, our curriculum co-ordinators will ensure that materials reflect and celebrate ethnic and cultural diversity.

7. Children in Care

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CiC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CiC, respond to the

diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The teacher with responsibility for CIC will support with this.

8. Monitoring and review

The Headteacher is responsible for monitoring homework. They are also responsible for supporting colleagues in setting homework, for being informed about current developments, and for providing a strategic lead and direction throughout the school.

This policy should be read in conjunction with appendix A 'Homework – a guide for Parents.'