



Children working at home Policy

1 Introduction

- 1.1 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. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

2 Rationale for homework

- 2.1 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 the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

- 2.2 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 at 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 of school.

3 Aims and objectives

- 3.1 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 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 practice skills taught in lessons;
 - to help children develop good work habits for the future.

4 Types of homework

- 4.1 We set a variety of homework activities.

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- In the Foundation Stage and at Key Stage 1 **Ladybirds, Butterflies and Grasshoppers** we encourage the children to read by giving them books to take home to read with their parents nightly.
- Teachers place interactive support programmes relating to class themes on the class VLE site, which children can access at home via the school website.
- Children have a weekly spelling or sound focus linked either to the classes spelling programme or Letters and Sounds.
- We also ask parents to teach their child to tell the time, to cook with them and help them understand about money while shopping.
- There are also times when an area of learning is identified as needing extra work for a particular child eg handwriting so work will be set to help children make quick progress
- Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, 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.
- 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.
- Grasshoppers and Butterflies classes will receive a piece of literacy and numeracy homework each week. This will directly link with the children's learning in school.

- 4.2** At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.1 but we expect them to do more tasks independently.
- In Y3 Y4 (**Caterpillars/Gloworms**) Children will take books home to read mainly for enjoyment and practice and parents will be encouraged to share the books by reading to the child as well as listening to them read. Their reading at home must be recorded in a reading record book.
 - Homework will also include learning their times tables and activities that reinforce practical maths.
 - 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.
 - It is expected that an additional piece of literacy and numeracy will go home each week, that lasts no more than 30 minutes in total to complete.
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- In Y5 and Y6 (**Busy Bees/Fireflies**) the amount of homework increases
 - For Maths, in addition to learning tables, there will be weekly challenges and investigations
 - Homework will also include weekly spelling blend focus.
 - Projects complimenting the "topics" taught in class will be given to be worked on over 3-4 weeks to be presented in scrapbooks and shared with the rest of the class. (this will also include Y4 pupils in Busy Bees class).
 - 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.

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- 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
- Each week the children in **GRASSHOPPERS, CATERPILLARS, GLOWORMS, BUSY BEES AND FIREFLIES** will have a piece of literacy and a piece of numeracy work to complete at home which supplements their work in school.
- Children in Year 6 will have additional revision homework to undertake towards the end of the autumn term, into the Spring and Summer. This is to support their preparation for the KS2 SATs tests that occur in May. This revision is usually supported with a revision club.

5 Pupils with special educational needs

- 5.1** 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 Individual Education Plans (IEPs).

6 The role of parents

- 6.1** 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 that their child is doing.

- 6.2** 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.

7 Monitoring and review

- 7.1** It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire during the school's OFSTED inspection (and annually inbetween inspections), and our governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our governing body may, at any time, request from our headteacher a report on the way homework is organised in our school.

Signed

Date: September 2014