



Little Sutton Primary School. Homework Policy

1. Introduction

Little Sutton Primary school is firmly committed to raising the attainment of all pupils in its school, and recognises the significant contribution homework can make to the personal, social and academic success of the individual pupil. Homework provides an opportunity for parents and children to share purposeful learning opportunities in the supportive atmosphere of the home. It can, therefore, help to raise pupil attainment.

2. The Benefits of Homework

This homework policy aims to bring about benefits for both pupils and parents. For pupils, these include:

- a sense of responsibility for their own learning;
- opportunities for additional learning time;
- improved pupil self-confidence and motivation;
- the development of effective study skills.

For parents these include:

- sharing in their child's learning;
- showing an interest in their child's education;
- monitoring their child's progress.

3. The Purposes of Homework

- to provide the pupil with practice in aspects of class work;
- to enable pupils to become independent learners;
- to encourage pupils to manage their time;
- to foster a partnership between home and school;
- provide parents with an opportunity to share in their child's learning;
- to enable parents to be involved and informed about the type of work being undertaken in class.

4. Types of Homework

- reinforcement of class work;
- games
- practical activity
- learning times tables, spellings
- reading
- research topics and investigations;
- preparation for class work;
- reviewing, redrafting or summarising a piece of work;
- activities related to personal and social development;
- preparation for a presentation or individual project
- use of internet and online activities

5. The Frequency and Duration of Homework

At Little Sutton we follow the DFES guidelines of:

Reception		The development of an effective parental partnership in the foundation setting encourages early learning activities which link reception and home. These home-learning activities can play an important role in the child's early acquisition of literacy and numeracy skills.
Years 1 and 2	1 hour per week	Reading, spelling, additional literacy work and number work.
Years 3 and 4	1.5 hours per week	Literacy and numeracy as for years 1 and 2, with occasional assignments in other subjects.
Years 5 and 6	30 minutes per day	Regular weekly schedule with continued emphasis on literacy and numeracy, but also ranging widely over the curriculum.

This is put into practice in each year group through the following weekly programme:

Reception

Reading at least three times a week- the school reading book will be changed twice a week.

A literacy, maths or topic task e.g. jolly phonics practice in addition to reading key sight words, spellings.

Activities to complete

Y1

Reading at least three times a week- the school reading book will be changed twice a week and they will also bring a library book home to share.

Spellings.

Maths task.

Weekly practice of number bonds.

A literacy task e.g. reading comprehension.

Y2

Reading at least three times a week- the school reading book will be changed twice a week and they will also bring a library book home to share.

Spellings.

Maths task.

Weekly practice of tables and number bonds.

A literacy task e.g. reading comprehension.

In the summer term, an individual local study project

Y3

Reading at least three times per week.

Spellings.

Maths task.

Literacy task, from a range of- comprehension, punctuation, vocabulary or grammar activity.

Weekly practice of tables and mental maths.

Once a year an additional piece of homework will include carrying out research for an individual project.

Y4

Reading at least three times per week.

Spellings.

Maths task.

Literacy task, from a range of- comprehension, punctuation, vocabulary or grammar activity.

Weekly practice of tables and mental maths.

Once a year an additional piece of homework will include carrying out research for an individual project.

Y5

Reading at least three times per week.

Spellings.

Maths task.

Literacy task- comprehension, punctuation, vocabulary or grammar activity.

Weekly practice of tables and mental maths.

One other piece of homework related to a topic the pupils are studying in science, history or geography.

Once a year an additional piece of homework will include carrying out research for an individual project.

Y6

Reading at least three times per week.

Spellings.

Maths task.

Literacy task- comprehension, punctuation, vocabulary or grammar activity.

Weekly practice of tables and mental maths.

One other piece of homework related to a topic the pupils are studying in science, history or geography.

Once a year an additional piece of homework will include carrying out research for an individual project.

Please also refer to Curriculum Notes sent out to parents for each year group at the start of each term

6. Online Homework

Our online homework is accessed through Moodle, where information and activities can be found. Children have their own username and password and a Moodle workshop takes place every year for Reception parents explaining how it operates. There are a variety of online activities which are also accessible via the school website including, Education City, Mathletics and Spell Anywhere.

7. The Nature of Homework

Homework will include tasks that are;

- Varied
- Challenging
- Differentiated

8. Marking and Feedback

The marking of homework will be carried out in a variety of ways, which will be appropriate to the task through:

- Teachers marking
- Teaching assistants marking
- Pupils marking their own work

Feedback will be given to parents and pupils in a variety of ways:

- Parents will be encouraged to check through their child's work to give them immediate feedback on how well their child has done with the task
- Spelling tests will be carried out in the same book that is sent home with spellings to learn so that parents can see what the pupils have achieved in the school test and which words may still need reinforcing
- Homework diaries can be used to feedback if there is a particular concern or as a reminder that homework is due in.
- General feedback on how well their child is doing with homework can be given on parents evenings
- If a parent is concerned with an issue related to homework they can make an appointment to see their child's class teacher

8. The Roles and Responsibilities

8.1 School Management

- to promote and publicise the homework policy
- to support staff, pupils and parents in homework
- to be aware of the specific needs of carers, bilingual parents and travelling families
- to identify and address any staff development needs when developing homework policy
- to monitor and evaluate the homework policy

8.2 The Class Teacher

- to promote and support the homework policy
- to set and explain the homework task
- to mark and give feedback to pupils
- to keep records of pupil performance
- to report to parents/carers about homework.

8.3 The Pupils

- to recognise the important part homework plays in their education

- to keep their parents informed about homework;
- to keep the homework diary up to date
- to complete homework at an appropriate standard and return it on time

8.4 The Parent

- to be aware of the homework policy
- to provide their child with an appropriate working environment
- to take an active role in their child's education in gaining an understanding of the homework tasks e.g. attending workshops and following instructions
- to encourage and support their child
- to encourage their child to participate in supported study opportunities
- to utilise the communication systems e.g. homework diaries
- to sign, return and continue to support the home school agreement

8.5 Communication of Homework Policy

- school policy is on the school's website
- home school agreement agreed and signed
- effective use of a homework diary
- effective reporting to parents about homework
- appropriate parent workshops and meetings

9. Monitoring and Review

- Monitoring of the policy by staff and governors in line with the schools monitoring programme.
- Parents and pupil's views will be sought on the annual schools questionnaire.

10. Non-completion and Non-return of Homework

- Children may be asked to complete homework during lunch or break times
- Letter home to parents
- Reminder of commitment to home school agreement

11. Inclusion

Little Sutton aims to make the homework inclusive of all abilities to allow pupils success. Although it is seen as important that children identified as having special educational needs do as much in common with other children as possible there will be occasions when they may benefit from special tasks separate from the homework set for other children in the class. Such homework may be set/marked by the class teacher or special needs co-ordinator (SENCO). It is acknowledged that the able child needs to be given homework that will use their full ability and their homework may differ from that set for the majority of the class.

12. Communication

Reception & KS1

Pupils have a reading record and parents are requested to write a supportive comment about their child's reading when they hear them read. In addition it also acts as a communication between parents and school.

KS2

The homework diary is an important means of communication between school, pupil and parent.

In KS2 parents are asked to check homework has been completed and sign the homework diary.

Parents are requested to support the school in training pupils to;

- Manage their diaries
- Plan their homework;
- Manage their time;

Year 3 and Year 4 pupils will also have a reading record and parents are requested to write a supportive comment about their child's reading when they hear them read. In addition it also acts as a communication between parents and school.

13. Home School Agreement

Parents and pupils are asked to read together the Home School Agreement, which outlines their roles and responsibilities.

14. Concerns regarding homework

- Firstly make an appointment to see the class teacher.
- Secondly make an appointment to see the Deputy Head Teacher or Head Teacher.

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