

# **St Luke's CE Primary School**

## **Homework Policy**

**Reviewed at Curriculum and Community Meeting, November 2017  
Agreed by Full Governors November 2017**

**To be next reviewed November 2019**

## St Luke's CE Primary School Homework Policy

### 1 Introduction

Homework is anything 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 planned by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children are 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. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see homework as an important example of home and school working together to support our children. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing 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. However, we also acknowledge the important role of play and free time in a child's growth and development. Whilst homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

### 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 independent learner;
- to promote co-operation 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 the learning done in school, and to allow children to practise skills taught in lessons;
- to help children develop good life-long learning habits.

### 4 Types of homework

4.1 Staff and pupils regard homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.

4.2 We set a variety of homework activities. Throughout the school, we expect pupils to share books, read at home, or to talk about reading, each day. To support this children take books home to read alone or with their parents.

4.3 In Foundation Stage, we send home a regular newsletter to parents and carers, detailing some of the activities and themes for learning in the Reception classrooms. The newsletter includes suggested activities to be done at home to support this learning.

4.4 Key Stage 1: Each week they will be given an additional Maths **or** English activity, e.g. a worksheet or game. Sometimes we ask children to talk about a topic at home whilst

studying it in school. For example, in the history topic on toys, we might 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 lessons. When we ask children to study a topic, or to research a particular subject, we encourage them to use the first-hand experience of friends and relatives, as well as secondary sources such as newspapers / magazines, books from the local library and the Internet.

- 4.5** At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.4, but we expect them to do more tasks more independently. We set English / Topic **and** Maths homework routinely each week (in Y3 just one piece per week for the first half term to aid transition to KS2) and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to revise for tests, as well as to ensure that prior learning has been understood.
- 4.6** **Spelling:** Spelling is taught and tested in school as an integral part of daily Read, Write Inc (RWI) lessons. Sometimes letter sounds or words may be sent home for reinforcement where it is felt that additional support is required. Once children have completed the RWI programme (usually at the end of Y1 but sometimes not until later) they progress to the RWI Spelling Programme. This is again taught 3 times a week in school and includes the use of a spelling log book to create individual word lists from the spelling lessons and from other written work the children do in class. Year group word lists are also sent home at the start of each year and unit word lists at the end of a unit. The children are encouraged to practise the words, focusing on the parts they find difficult to remember. They are then tested at the end of each unit (approximately once a week to 10 days) in the form of dictation.
- 4.7** Homework is always marked and work completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time. Sometimes homework (or a part of a homework) is marked in class, with children sharing their answers or the processes used in order to benefit others in the class and start a debate around the higher order answers.
- 4.8** We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.
- 5** **Amount of homework**
- 5.1** As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing homework: this includes reading with a parent. Including spelling and reading, we expect children in years 3 and 4 to spend approximately 75–100 minutes per week on homework, and children in years 5 and 6 to spend approximately 150 minutes per week. Parents are made aware that if a particular homework is taking a much longer or shorter time than this, they need inform the class teacher immediately through verbal or written feedback.
- 5.2** Homework other than daily reading is given out on a Friday, to be returned by the following **Wednesday**. This policy takes into account the fact that many of our children are involved in a wide range of after-school activities and enables parents and pupils to organise their own time effectively.
- 5.3** During school holidays no additional homework is given and parents are encouraged to consolidate the learning from the previous half term including reading, number practice, word recognition and spelling. Year 6 do have planned tasks for holidays and therefore do

not have written homework tasks in the Summer second half term. School does not set homework for pupils who take holiday in term time as this is strongly discouraged and seldom authorised.

## **6 Inclusion and homework**

We set homework for all children as a normal part of school life. We try to ensure that all tasks set are appropriate to the ability of the child, and 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 **may** refer to targets in those pupils' support plans. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

## **7 The role of parents**

**7.1** 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 children to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to 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. Teachers insist on a high standard of presentation for homework and we ask parents to reinforce this at home and to take note of the guidelines stuck into the front of homework books. We encourage parents to comment on homework tasks in their child's homework book.

**7.2** We give guidance to parents, through *welcome to our year group* meetings at the start of the year and the *FS Reading /Writing and Maths* evenings, and KS1/2 spelling meetings in order to achieve the maximum benefit from this time spent supporting their child. A home-school reading record book is provided for parents to make comments when they read with their child. Teachers check and sign these books weekly. Once children reach a level of reading competence, a reading journal replaces the home-school record book.

**7.3** If parents have any 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 deputy headteacher. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents should contact the headteacher in the first instance, in line with the school's complaints policy.

## **8 Use of IT**

**8.1** The use of IT and the Internet makes a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

**8.2** There are many websites containing highly educational material which can have a powerful effect on children's learning. These are sometimes referenced in our monthly newsletter or in homework instructions. Parents are advised always to supervise their child's access to the Internet.

## **9 Monitoring and review**

- 9.1** The deputy head is responsible for co-ordinating and monitoring the implementation of this policy. From time to time she will inspect samples of the children's work and of the teachers' planning for homework.
- 9.2** It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the Curriculum and Community Committee. Parents complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised 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.
- 9.3** This policy will be reviewed in two years, or earlier if necessary.

**Fiona Govan**  
**Deputy Headteacher**