



Knypersley First School

Homework 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. 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. In the Early Years Foundation Stage and at Key Stage 1 we encourage the children to read by giving them library books, reading books and phonic keyrings to take



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home to read and practise with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent supporting their child. The children are asked to complete one homework task weekly. This could be an English, Maths or Science/topic task, completed on a rota basis unless Leaders believe targeted homework would be more beneficial. There will also be a number of spellings from their phonic phase to learn. 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. Children may be asked to find and collect things that we then use in science lessons, and 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. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and the Internet.

- 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. We set English, Maths and Science/topic homework routinely on a weekly rota basis and we expect the children to consolidate and reinforce learning done in school through practice at home. We also set homework to ensure that prior learning has been understood and to prepare them for future learning. All our homework is differentiated to ensure it is both purposeful and challenging. We also provide a weekly homework club so that all children can access ICT based resources and be provided with any additional support they require.

5 Amount of homework

- 5.1 **We increase the amount of homework that we give the children as they move through the school. We expect Early Years Foundation Stage and Key Stage 1 children to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in years 3 and 4 to spend approximately 15–20 minutes per night on homework .**

- 5.2 We give all the children a Home School Links Book where they or the teacher or learning support assistant (LSA) records the homework, and where parents and teachers can make any relevant comments. We do provide a range of incentives, including the use of house points to reward pupils who complete their homework. Staff may contact parents to find out why homework is not being completed and offer any support they can.

6 Pupils with special educational needs

- 6.1 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 educational 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 Personal Learning Plans (PLPs).

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 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.

- 7.2 We ask parents to check the home/school links book regularly and to sign it as requested.



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7.3 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 Associate head teacher. 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 or attend Executive Heads Forum meetings during which this policy is regularly discussed and reviewed.

8 Monitoring and review

8.1 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the curriculum and achievement committee. Members of the Leadership Team also monitor the use of Home School Links Books and homework provision. Parents complete a questionnaire on an annual basis which covers homework provision. Analysis of comments is made and actions are taken to deal with concerns or requests.

Signed:

Date: