

OBJECTIVES

At Hanbury First School we believe in homework and the many benefits it brings to your child's education but we also believe it is age appropriate and should *not dominate valuable home life* or *put your child under stress*. Managing homework is about organisation, routine and meeting a deadline. Working with your child to teach them these life skills we feel are important.

There are number of reasons why homework is set:

- to read with fluency as reading is a life skill and an essential skill for making good progress in their education.
- to reinforce concepts taught in class, usually in that week;
- to practice a skill which is essential to the progress of your child
- to prepare them for middle school and high school where homework is an integral part of learning, especially at major stepping stones i.e. Year 6 and Year 11.

Through this policy we aim to:

- Ensure consistency of approach throughout the school.
- Ensure progression towards independence and individual responsibility.
- Ensure the needs of the individual pupil are taken into account.
- Ensure parents/guardians have a clear understanding about expectations from themselves and the pupil.
- Improve the quality of learning experience offered to pupils.
- Extend and support the learning experience via reinforcement and revision.
- Provide opportunities for parents, pupils and school to work in partnership.
- Provide opportunities for parents and pupils to work together to enjoy learning experiences.

Homework is most effective when:

- There is consistent practice across the school.
- There is a regular programme so that everyone – teachers, children and parents or carers – knows what to expect each week.
- Pupils and parents or carers are very clear about what they need to do.
- Parents and carers are treated as partners in their children's learning.
- There are high expectations of pupils in completing homework.

The type and amount of homework which is appropriate for pupils of different ages:

The main focus of our homework is reading, phonics, spelling and Maths.

Reading

Reading is essential to the development of your child from learning their initial sounds in Reception and essential words to understanding text in Year 4. We recommend you read with your child at least 10 minutes per night and a minimum of 5 days per week. The reading and discussion of the text should be with an adult. Reading should be given top priority.

Phonics and Spelling

The phonics and spelling logs are an integral part of literacy, therefore we recommend you work on these with your child at least several times per week. Spelling aids fluency of your child's writing by minimising their stumbling over common words. Experience has shown those children who learn their phonics and key words have more confidence while writing and the quantity and quality of their writing will increase.

In order to prepare pupils for middle school Year 4 have an additional piece of literacy homework that supports and consolidates their learning in class.

Maths

We recommend the maths tasks are completed weekly. Maths is normally either an investigation or practise of a method supporting the learning objectives your child has covered in class during the week.

Topic

We feel topic is an important part of our homework framework. We introduced this for several reasons.

- To give your child an opportunity to read around and investigate areas of the topic they find interesting.
- To give them a choice of curriculum areas e.g. art, DT, maths, etc.
- To give you, as a parent, the opportunity to work with your child and discuss a topic which they are exploring in school.

This last point is the most important, as the topic work should be working with your child helping them learn and improve their skills. It should be their work with your help. It should not be onerous and the length of time is determined by you. If your child wants to build a detailed model of a castle which takes all day, that is fine, but a junk model which has been made solely by the child in 30 minutes is ok as well.

We expected a minimum of **two** pieces of topic work to be completed **each term** which are chosen from the topic matrix.

Remember:

Priority 1 - Reading and ideally should be small amounts of time at least 5 times per week.
This must happen in Years 3 and 4 as well-as in Years R, 1 and 2.

Priority 2 - Phonics and Spelling Challenge.

Priority 3 - Maths

Topic a minimum of **two pieces per term**.

The role of parents and carers in supporting children

In general terms parents and carers should:-

- Provide a reasonably peaceful, suitable place in which pupils can do their homework – along or, more often for younger children, together with an adult.
- Make it clear to pupils that they value homework, and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed homework.
- Advice on the curriculum content of homework will be available on the school web site

Feedback for pupils, parents or carers and teachers

Teachers will acknowledge homework received and use the outcomes of any homework set to inform future planning for pupils needs.

Special Educational Needs and Disabled (SEND) pupils

Setting the right type and amount of homework for children with special educational needs is not always easy. Some children in mainstream schools may benefit from special tasks separate from the homework set for other children in the class. On the other hand, it is important that they should do as much in common with other children as possible. We will aim to set appropriate homework, which does not demand too much or too little of SEND pupils. Tasks should:

- Have a very clear focus and time-guideline
- Give plenty of opportunities for pupils to succeed
- Help develop social as well as other skills where necessary
- Be varied – and not purely written assignments
- Be manageable for teachers.

Remember:

Every child is different regarding homework.

Set a routine for homework.

January 2018

Renewal date Spring Term 2020