



# Clinton Primary School

## Policy for Homework

**Summer 2016**

## Clinton Primary School

### Homework Policy

*This Homework Policy has been approved by the Governing Body*

*The policy was rewritten in February 2016 following parent and pupil consultations.*

#### **Definition**

Homework is work initiated by the school to be undertaken outside the class lessons. It is not an optional extra but an integral part of learning covering a range of activities appropriate to the age, ability and interests of the children. Homework activities include reading to parents, learning spellings and tables, written work, investigations and activities which encourage both academic and social skills and which promote independent learning.

#### **Rationale:**

At Clinton, we aim to enable children to reach their full academic potential and recognise that extending learning beyond the school day, where parents can support their children and where important skills can be practised and reinforced, further enables this to happen. We believe that good homework activities enable parents to enjoy a closer connection with learning that takes place at school so that they can take a closer interest and reinforce a good work ethic in children and share inquisitiveness about their learning. The common goal of wanting to help children to succeed therefore helps to build closer relationships between school and home. Homework should help to build confidence and self-esteem and develop in children, greater self-discipline and a realisation of the rewards that hard work brings. In addition to this, we believe that a child getting into the habit of working at home prepares them for secondary school and later life.

#### **Principles:**

#### **WE ENCOURAGE PARENTS TO SUPPORT THE SCHOOL BY ENSURING THAT:**

- They show children that they value homework and explain how it can help learning;
- Children take homework, and its completion, seriously and take pride in it;
- Children have a suitable, quiet space to complete their homework;
- Children have a set routine for homework that they negotiate with parents where appropriate;
- Where possible they help their children with their learning – not by doing it for them but by supporting them to do their best with it. Sometimes this might be by going over it with them once they've finished – in order to give them a chance to be independent, and sometimes this will be by sitting down with them to work on it together. A balance is best;
- No matter what age children are, they read and enjoy their books with them (daily where possible, particularly in the infants) – discussing the characters and themes and helping them 'read between the lines'.
- Where children are older, supporting them to find books they enjoy and to develop a positive reading habit.
- If you know your child has difficulty organising themselves, you work with them to develop these skills but that you also support them with reminders;
- Where, despite their best efforts, homework is taking a very long time, to stop and write a note to the teacher to explain. Don't labour over it all night! Sometimes teachers may unintentionally set tasks that are too challenging or time-consuming.

- Attend information evenings designed to enable you to help children better with their learning at home. At a parents' evening in the first weeks of the year, teachers will explain the approach to homework taken in their classes. Reception open afternoons will share how to support with phonics, for example. There may be information about how to help with calculations in maths.
- Where children are keen to undertake extra research, or optional extensions, you support them with this enthusiasm and work ethic.

### **WE ENCOURAGE CHILDREN TO:**

- Think of homework as a great chance to learn and to engage with that opportunity.
- See homework as the time when they PRACTICE skills they've learnt at school.
- Think of homework as something that belongs to them (their parents shouldn't have to battle with them to do it!).
- Think of homework as a time to share what they've been doing at school with their parents and get their help to really understand what they've been taught.
- Be organised and responsible so that they know what they have to do, how and by when, and that they actually take it home!

### **SCHOOL WILL ENSURE THAT:**

- Homework routines and timetables are established and consistently applied;
- Homework set is valuable and is designed and differentiated to enable all children to practise relevant and important skills which reinforces their learning;
- Children feel encouraged when they complete homework to the expected standard.
- Children will receive feedback on their work; \*
- We are available to support children and parents where there are difficulties or issues regarding homework;
- Wherever possible, homework is contextualised for parents so they see how it fits into the bigger picture. It will be aptly titled. Also, where necessary it will state whether the task should be done independently or be supported.
- There is some variety in the types of homework that is set but that it is always clearly explained, particularly where there is a specific method or a technical element to it.
- An appropriate amount of homework is set dependent on the age of the children;
- Parents are informed if homework is not being handed in by children on a regular basis;
- New parents are made aware of the homework policy and expectations of their children in their particular year group.
- Any work set on the computer should follow the rationale that technology is making that homework task a more effective way to learn, than an alternative activity. In addition, computer based activities should not hold back those who don't have the dexterity to achieve with it.

\* Wherever possible staff should try to mark any homework that is returned by pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving children feedback on how well they have met the objectives of the work. Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.

### **Time Allocation**

Time allocations are in line with the recommendations of the DfES for pupils in years 1- 6.

## Foundation Stage

We encourage our parents to share a time of reading each day with their child. We also encourage them to spend a few minutes practising letter sounds. Word walls are sent home to support reading. In the spring and summer terms, number work is sent home on a fortnightly basis

Year Group	Time Allocation	Subjects
Years 1 and 2	1 hour a week	Reading, Spellings, other Literacy work and Numeracy
Years 3 and 4	1.5 hours a week	Reading, Spellings, other Literacy work and Numeracy. Other assignments may also be set.
Years 5 and 6	30 minutes per day	Regular weekly schedule with an emphasis on Literacy and Numeracy, but also ranging widely over the curriculum.

## Homework and use of ICT

Homework will be set which children can do using the computers, in line with our internet policy. Where children do not have access to a computer or to the internet, opportunities to complete homework at school will be made available to them.

## Sharing information about homework

At the beginning of each year, a leaflet detailing a homework schedule will be given out. In addition, parents will receive information outlining key curriculum areas for the year. Parents can use this information to support their child's learning.

The school will offer parents opportunities through workshops, information evenings and Community Education courses to demonstrate how they can best support their child's learning.

## Sickness, holiday absence and illness

If children are absent due to illness we will not send homework home. We would assume the child was too ill to work. If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. In such circumstances the teacher should consult the Headteacher first.

It is not possible to give homework when parents take holidays in term time.

## Monitoring and Evaluation

The governing body and the headteacher will check compliance with the policy. Monitoring, through examination of planning and examination of completed homework will be carried out as part of the school's continual improvement cycle. Discussions with children, staff and parents will take place in order to ensure the aims of the policy are being met.