



Hardwick Community Primary School

Homework Policy

February 2008

1. RATIONALE

1.1 Homework plays an important part in 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. The values of our school state our desire for parents to be co-educators and for children to develop as independent learners. We believe that homework is one way in which children can acquire the skill of independent learning, whilst also fostering self discipline and responsibility. 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.

1.2 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, as is a parent who is carrying out a task suggested in the maths booklet or is helping their child practice a target skill communicated to them via a parents evening.

2. AIMS

2.1 The aims of homework are:

- to enable pupils to make greater 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 foster self discipline and responsibility;
- 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;
- at Year 6, to prepare children for secondary transfer;
- extend and support the learning experience via reinforcement and revision;
- provide opportunities for parents and pupils to work together to enjoy learning experiences.

3. AIMS OF THE POLICY

3.1 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;



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- ensure parents/guardians have a clear understanding about what is expected of them and their child;
- improve the quality of learning experience offered to pupils.

4. TYPES OF HOMEWORK

4.1 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents. We may ask Key Stage 1 children to learn spellings or mathematical skills as part of their homework. 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 parents and grandparents were young and, if possible, to bring examples into school to show the other children. Routinely we will share the children's next step targets with parents and provide information to parents via parent evenings suggesting skills to be practiced at home. Sometimes we ask children 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, their families, the local library and the Internet. We also encourage children in year 2 to prepare an individual presentation on a subject of their choice. This would also require work and rehearsal to be done with their parents.

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 literacy and numeracy homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home. We also set homework as a means of helping the children to revise for examinations in year 6 as well as to ensure that prior learning has been understood.

5. AMOUNT OF HOMEWORK

5.1 We increase the amount of homework that we give the children as they move through the school. We adhere to the Government's recommended time allocation, based on current good practice, as set out in *Homework: Guidelines for Primary Schools and Secondary Schools*, as follows;

Years 1 and 2	1 hour per week	Reading, spelling, other 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



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5.2 In Key Stage 2 we give all the children a school diary where they, or their parents, or the teacher records homework activities, and where parents and teachers make any relevant comments.

6. PUPILS WITH SEN

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 needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Usually homework for an SEN child will focus on IEP targets.

7. ROLES OF TEACHERS AND PARENTS

7.1 Class teachers will ensure that the school policy is put into practice. They will ensure that tasks are carefully planned and structured to support progression and learning and are matched to the needs of the pupils. They will also provide children with prompt, clear feedback on children's homework.

7.2 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. Parents are also encouraged to sit with their child and talk about the activities.

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 headteacher.

8. MONITORING AND EVALUATION

8.1 It is the responsibility of the governing body to agree and then monitor the school homework policy. This is done by the Curriculum Sub Committee. Our governing body may, at any time, request from the headteacher a report on the way homework is organised in the school.

9. UPDATE AND REVISION

9.1 This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Development Plan. This policy will be reviewed and revised every four years.