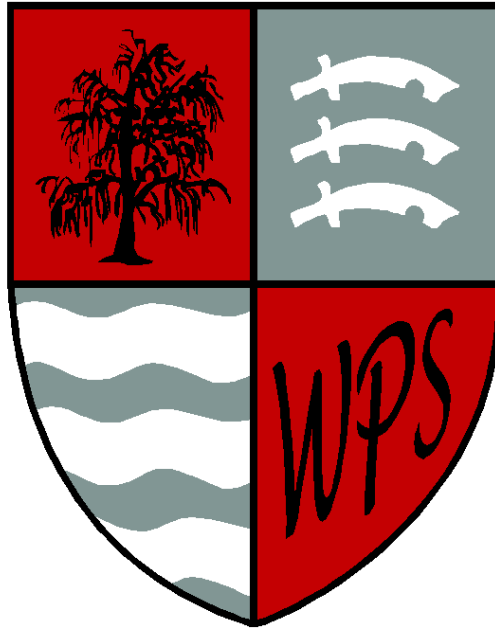


Willowbrook Primary School



Homework Policy

This policy has been drawn up in consultation with staff, parents and governors.

What is homework?

Homework refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers. It should not be viewed as a way of 'catching up', nor as an exercise just for those pupils who have some difficulties. Homework will never be used as a punishment, since this would directly conflict with one of the school's main aims of fostering positive attitudes towards learning.

Why do we set homework?

- To develop an effective partnership between the school and parents and other carers;
- To pursue the aims of the school;
- To consolidate and reinforce skills and understanding, particularly in English and Mathematics;
- To exploit resources for learning, of all kinds, at home;
- To extend school learning, for example through additional reading;
- To encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and preparing them for the requirements of secondary school.

Homework Guidelines

The evidence suggests [Homework: Guidelines for Primary and Secondary Schools, 1998] that homework makes the greatest contribution to learning when:

- The homework policy is led by the senior management of the school as part of the school's overall learning and assessment strategy;
- The tasks are carefully planned and structured to support progression in learning, as part of schools schemes of work;
- There is consistent practice across the school in setting, managing and marking homework (as appropriate);
- There is a regular programme so that teachers, children and parents or carers know 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;
- Pupils receive weekly feedback on their work from either their teacher, learning support assistant or peer group which could be a stamp, oral or written;
- Homework policies are regularly monitored and evaluated to check that they support pupils learning in the best possible way.

What homework is set?

All children are expected to take a book home daily. The purpose will vary depending on the age of the child and will range from the parent/carer reading/talking about the book to the child, through the child reading to the parent/carer, to the child reading independently. The children should bring their reading book to school every day.

All children are given a home/school reading diary for parents and teachers to comment regularly on the child's reading.

When appropriate to a child's learning, pupils are given a weekly homework sheet outlining the tasks for the week. This is set out in the form of a menu with whole school themes and set tasks. This allows parents to fit homework in around children's other interests. The homework will be appropriate for the child's age and differentiated according to ability. It will consist of (for example):

- sound and word cards to practise reading, spelling and word meanings
- daily reading
- maths packs to practise key mathematical skills
- mental maths practice – this may include times tables and mental arithmetic exercises
- longer projects based on the class theme which can be presented in a style/manner of choice, for example, practical/hands on project, exploration, written outcome or ICT.

In Year 6, pupils are expected to follow the whole school homework menu until October half term. After this period, the following homework tasks may be set:

- Daily reading
- Word cards to practise reading, spelling and word meanings
- Mental maths practice
- Allocated pages from a maths SATs revision book
- Allocated pages from a grammar SATs revision book
- Daily 10 minute SATs revision practice (school holidays)

As part of their transition preparation for Secondary school, Year 6 pupils may be asked to complete unfinished homework with the class teacher.

Children are set homework for the week on a Friday. This is on the online platform DB Primary. Homework should be handed in the following Thursday. A homework club may be held weekly to support pupils to achieve homework and ask for additional support, this will be by invitation following discussion with parents.

In EYFS, pupils are provided with a homework blog on DB Primary. The blog provides parents and carers an opportunity to record activities that take place in the home environment. Tasks are set on a weekly basis linking to the different areas of learning that will be covered in class. Pupils are expected to complete the tasks each week and there are opportunities for the children to share their tasks during the school day. Furthermore, pupils will be given a maths wallet, sound / word cards and a reading book with a diary. Parents should be encouraging their children to practise these skills at home regularly and record the daily reading in the reading diary. We also ask for photos and videos of the children engaging in home learning activities to be uploaded onto their evidence me profile in order to support our assessments.

Time allocated for homework:

	Daily Reading	Other activities
Foundation	5/10 minutes	20/30 mins per week
Year 1 and 2	10 to 15 minutes	1 hour per week
Year 3 and 4	15 to 20 minutes	1.5 hours per week
Year 5 and 6	20 minutes	30 minutes per day

How will you be kept informed?

Each teacher is responsible for informing parents/carers via a weekly homework sheet glued into the homework book about the particular arrangements for the week.

How can you support your child?

- Provide a suitable place for your child to do their homework
- Make it clear to your child that you value homework
- Support the school in explaining how it can help their learning
- Give encouragement and praise where deserved
- We would like parents support in seeing that these are completed and handed in on time.
- Spellings, times tables and mental arithmetic assessments will be carried out regularly in school. The children are expected to spend a short amount of time every evening learning these, as this is most effective. (Look, Say, Cover, Write, Check method for spellings).
- We would welcome your involvement in these sessions but, if you are busy, your child should be capable of settling down and concentrating without you.

Further guidance for parents

Homework is sometimes very challenging for some pupils for a variety of reasons. In these cases the following points might help:

- Homework (or the child) should not be allowed to disrupt the home/family, find a good time that fits around other activities.
- Make sure that your child is doing his or her homework in comfort, sitting at a table is best without the television or other distractions, a short concentrated effort is best.
- The homework is your child's, not yours, so whilst it is important to support, it is equally important that you do not end up doing it for them!
- It is helpful if you can remind your child to return their homework on time-but in the end, this too is their responsibility.
- If homework does cause any difficulties please talk to your child's teacher as soon as possible - we can suggest ways of addressing problems.

All children work at different levels, have different interests and support available.

Equal Opportunities

It is our aim at Willowbrook that all pupils regardless of age, race, gender or ability have equal access to homework. (See Equal Opportunities Policy)

We would encourage parents/carers to be actively involved in a wide variety of games/tasks whether set for homework or not. As children get older they will be expected to complete many tasks independently.

Class teachers are always willing to advise on activities which can be done at home.

Monitoring & Evaluation:

In order to effectively evaluate this policy, as a Governing Body we will ask ourselves the following questions on an annual basis or in light of any developments and changes in school:

- Are our aims being met?
- How can we tell?

- Have there been any difficulties? Why have they arisen?
- What have been the successes? What made these possible?
- What do parents and pupils think about our policy?
- Are there any local or national initiatives in which the school should join?
- How can the policy be improved?