

# Stroud Green Primary School



*Believe and achieve*

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

## Homework Policy

Policy Originator	Denise Sewell
Governor Responsible	Curriculum Committee
Status	Non Statutory
Last reviewed	29 <sup>th</sup> February 2016
Ratified on	
Review period	Spring 2018

## **Aims**

A good well-managed homework programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Homework also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education. The DCFS guidelines on homework recommends that schools present their view on the purpose, amount and type of homework which should be set for pupils. The aim of this policy is to ensure a whole school consistent approach to homework and to make homework manageable for all concerned. As the primary educators of their children, parents / carers are encouraged to support and reinforce the shared expectations of school. Learning is a shared responsibility between children, parents / carers and staff. In primary school the purpose of homework changes as children get older. For younger children developing a partnership with parents or carers, and involving them actively in children's learning, is the key purpose. As children get older, homework provides an opportunity for children to develop the skills of independent learning.

## **Purpose of Homework**

- to develop an effective partnership between school, parents and carers in pursuing the aims of the school in helping all children to achieve well;
- to provide an opportunity for parents / carers to become involved in the academic development of their child;
- to consolidate and reinforce skills and understanding, particularly in English and Mathematics
- to exploit resources for learning, of all kinds, at home;
- to provide an enjoyable and purposeful supplement to class work;
- 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 independently.

## **Homework tasks may include:**

- Reading at home with/to an adult; (Please use Reading Record Books / Homework Diaries);
- Practicing and revising basic skills (spellings, times tables);
- Research for particular topics (using a range of sources);
- Reinforcement work;

(It is not recommended that children be set extended pieces of written English work as homework. Such work is best done within school to ensure understanding and a quality end product.)

Suggested time allocations for homework

The government recommends that all primary children should be reading daily. This can be included as part of their homework allocation. In addition, at Stroud Green Primary we encourage pupils to learn their spellings daily. Reading and spellings are in addition to the suggested activities for each year group below.

Years 1 and 2 = 1 hour/week (English/Mathematics work)

Years 3 and 4 = 90 minutes/week (English/Mathematics and occasionally research tasks)

Years 5 and 6 = 30 minutes/day (English/Mathematics, topic work.)

In the Foundation Stage children take home action words, letter sounds and blends to learn. Children may also be given tasks which involve finding things out and bringing in objects from home. Parents are encouraged to share books daily with their children. Some books borrowed from school have activities or games to supplement them and consolidate class learning.

## **Shared Responsibilities**

### **Teachers are responsible for:**

- establishing homework procedures;
- communicating such procedures to parents through a year group topic letter at the beginning of each term;
- ensuring childrens' reading record books are up to date and keeping a class record of which children returned which books;
- ensuring that children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them;
- preparing and following up homework tasks –
- rewarding quality work with appropriate recognition reflecting the school reward system i.e. stickers, certificates, quick calls home;
- contacting parents if a child has not completed homework three weeks in a row without explanation);
- setting appropriate homework tasks **which reinforce and consolidate class learning**;
- setting appropriate homework tasks which meets pupils' needs (including Special Educational Needs) as well as providing suitable challenge;
- providing parents with support, and delivering workshops to help parents and carers help their children with their homework.

### **Pupils are responsible for:**

- tackling homework promptly and with a positive attitude;
- reading at home and returning Reading Record Book;
- being organised and remembering to take homework home and return it on time;
- taking responsibility for their own learning and completing work within an agreed time;
- taking pride in presentation and content, acknowledging the high personal standard expected. (Children should apply the same rules for pen/pencil use as in class work – no coloured pens, no writing in felt tip and neat, legible handwriting)

### **Parents are responsible for:**

- providing suitable, quiet surroundings where pupils can do their homework alone, i.e. not in front of the television;
- encouraging younger family members to play quieter games if in the same room;
- giving children access to the home computer to complete independent research tasks / encourage them to write text in their own words (not to hand in Internet print outs);
- making it clear to children that they value homework, and support the school in explaining how it can help their learning;
- encouraging children to persevere with a task and giving support if appropriate;
- giving importance to non-written tasks such as listening to children read on a regular basis;
- assisting with the learning of weekly spelling and tables;
- keeping school informed of any changes in the child's learning circumstances which may affect learning.

### **Making homework manageable:**

Homework should not be a stressful experience between parent / carer and child. This leads to poor learning and defeats the whole purpose. Please contact the school if this is happening.

Depending on the task set/age of children, homework may be marked together in class and whole class feedback given. Children should be encouraged to complete homework tasks through the school's reward system (rather than being punished for non-completion).

A Homework Club is provided for all age groups. The club is supported by volunteers so that the cost is kept to allow charge to encourage all children to attend. In some cases, children who are in receipt of Pupil Premium are able to attend free of charge.

Children who attend After School Club are given a quiet space and support to complete homework tasks. In Treetops the staff are able to support children in reading and writing activities.

### **What happens if homework isn't completed?**

The reasons why homework has not been completed are investigated before action is taken. When it is considered appropriate, sanctions are in line with our behaviour policy. Those who fail to complete work on a frequent basis are asked to carry out the activity in their own time in school. This may be during break time. Parents are informed if a child regularly fails to complete homework.

### **Monitoring and Evaluation**

In order to ensure that the policy directly contributes to the quality of teaching and learning the provision of homework will be regularly monitored. A sample of Home School Reading Diaries and planned homework activities will be reviewed by the SLT annually as part of the school's self evaluation process. Parents will also be given opportunities to share their views with teachers at parent consultations and other occasions as appropriate. Any monitoring will be fed back to Governors via Curriculum Committee meetings.