BOWLEE PARK COMMUNITY SCHOOL

HOMEWORK POLICY

Introduction

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.

Rationale for homework

Homework is an important part of a child's education and can add much to a child's development. Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Homework is an important way of strengthening a successful dialogue between school and home.

Homework plays a positive role in raising a child's level of attainment and is one of the main ways in which children can acquire the skills for independent learning.

The important role of play and free time in a child's growth and development must also be recognised. Whilst 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.

Aims and objectives

The aims and objectives of homework are:

- To enable pupils to make maximum progress in their academic 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 provide educational experiences not possible in school;
- To consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
- To extend coverage of the curriculum;
- To help children develop good work habits and study skills for the future.

Types of homework

We set a variety of homework activities.

In the Foundation Stage, we encourage the children to read by giving them books to take home to read with their parents. The children will be provided with a set of words that they need to learn to read speedily. We expect children to learn number facts, number bonds and spellings. Throughout each term the children will be set a theme based task to complete.

In Key Stage 1, we encourage the children to read by giving them books to take home to read with their parents. We expect children to learn number facts, number bonds and spellings.

At Key Stage 2, we continue to give the children the sort of homework activities outlined above, but we expect them to do more of the tasks independently. We set English and maths homework routinely each week and we expect children to consolidate and reinforce their learning in school through practice at home. We also set homework as a means of helping children to revise for tests as well as to ensure that prior learning has been understood.

Sometimes, we ask children to study a topic or research a particular subject at home prior to studying it in school and present their findings in their Learning Logs. We encourage pupils to use the local library and use the Internet, under adult supervision, at an appropriate level for their age and ability. For example, in a

history topic on toys, we might ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons.

Occasionally, we ask children to take home work that they have started in school when we believe they would benefit from spending further time on it.

The following year by year homework guidelines demonstrate the types of homework given to pupils in each year group. Please note that these activities may be given on a daily, weekly or termly basis. Information on homework routines and expectations will be given in each year group's termly leaflets.

Nursery

- Reading books to be read, talked about and enjoyed with an adult for 5-10 minutes each night
- Sharing of school library books
- Items to be brought in for topic work; topic related activities
- Learning Logs
- Theme activities

Reception

- Reading books to be read, talked about and enjoyed with an adult for 10-15 minutes each night.
- RWI oxford owl E books
- Speedy reading words to be learned
- Number bonds and number facts to be learned
- Items to be brought in for topic work; topic related activities
- Words to be learned for class assemblies, performances etc.
- Literacy and Maths reinforcement activities
- Learning Logs
- Theme activities

Year 1

- Reading books to be read, talked about and enjoyed with an adult for 10-15 minutes each night
- Speedy reading words to be learned
- Spellings to be learned
- Number bonds and number facts to be learned
- Online learning to be undertaken e.g. Mathletics, Spelling Shed, numbots, oxford owl RWI Ebooks etc;
- Items to be brought in for topic work; topic related activities
- Words to be learned for class assemblies, performances etc.
- English and Maths reinforcement activities
- Sharing of maths games to reinforce skills in number
- Learning Logs

Year 2

- Reading books to be read, talked about and enjoyed with an adult for 15-20 minutes each night
- English and Maths reinforcement activities
- Spellings to be learned
- Number bonds and number facts to be learned
- Multiplication tables to be learned 2x 5x 10x
- Online learning to be undertaken e.g. Mathletics, numbots Spelling Shed, TTRockstars, oxford owl RWI E books etc;
- Items to be brought in for topic work; topic related activities
- Words to be learned for class assemblies, performances, etc.
- Work to be completed if not done to the best of the child's ability in class
- Learning Logs

Years 3, 4 & 5

For pupils in these year groups, the type and quantity of homework will reflect the need for the child to work more independently and for longer periods.

- Reading book to be read for 15 – 20 minutes per evening, preferably with an adult;
- Book reviews;
- English and Maths reinforcement activities;
- Spellings to be learned;
- Multiplication tables to be learned up to 12 x 12 by June of Y4. Continued practice in Y5;
- Online learning to be undertaken e.g. Mathletics, Spelling Shed, TTRockstars etc;
- Words to be learned for class assemblies, performances, etc;
- Work to be completed for further practice of skills learned in class;
- Work to be completed or repeated if not done to the best of the child's ability in class;
- Topic research completed in learning logs.

Year 6

During this year, the key purpose of homework is to develop responsible working attitudes, self-reliance and an ability to work independently, particularly in preparation for secondary school.

- Reading for a minimum of 20 minutes;
- Book reviews;
- English and Maths reinforcement activities;
- Spellings to be learned;
- Online learning to be undertaken e.g. Mathletics, Spelling Shed, TT Rockstars etc.
- Words to be learned for class assemblies, performances, etc;
- Work to be completed for further practice of skills learned in class;
- Work to be completed or repeated if not done to the best of the child's ability in class;
- Topic research completed in learning logs.

At all stages, if homework is incomplete or unsatisfactory on a frequent or regular basis, parents will be contacted.

Pupils with Special Education Needs

We set homework for all children as a normal part of school life. We ensure that tasks set are appropriate to the ability of the child. If a child has special educational needs, then homework tasks will be adapted or differentiated as appropriate and if necessary, so that all children can contribute in a positive way.

The role of parents

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 to consult class teachers about the methods used if they are unsure, e.g., methods of calculation in maths.

Parents can support their child by providing a good working space and environment at home, by enabling them to visit the library or have supervised access to appropriate Internet sites and APPs. They can also support by discussing the work that their child is doing or the research they have undertaken.

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.

Monitoring and Review

It is the responsibility of the Governing Body of the school to agree and monitor the Homework Policy. This is done by the committee of the Governing Body which deals with curriculum matters.

Date: June 25