

## **Homework Policy - Marden Primary School.**

### **Why do we do it?**

By setting homework we hope to fulfil the following aims:

- Develop a partnership between home and school, whereby parents/carers can learn about what is going on in school and can share learning with their children.
- Develop a partnership between pupils and parents, whereby learning experiences can be shared.
- Provide activities, which reinforce the children's learning and provide some practice of their skills.
- Provide activities that extend the children's learning and offer a challenge.
- Allow children to widen their experiences by applying their learning to real life.
- Allow children to spend longer on activities than is available at school and perhaps use other sources of information than we can provide.
- Build the children's confidence and develop good work habits – independence and personal organisation.
- Help to prepare children for the homework routine they will experience at Secondary school.

### **How much homework do we set?**

As a general rule, we follow the government guidelines in terms of how much time should be spent on homework. We consider the following times for each year groups to be maximums:

Yr R: 1 hour per week.

Yr 1/2: 1 hour per week.

Yr 3/4: 1.5 hours per week.

Yr 5/6: 1.5 hours per week.

### **What form does it take?**

In each year group there are some 'daily basics,' which the children should be getting into the habit of doing at home. These include

- reading,
- learning spellings and/or
- tables.

In addition, one other task is set each week. This will vary but will be appropriate to the age and ability of the child. It might be word card activities, maths games, research, problem solving or tasks related to the other subjects. Children will be given up to a week to complete this task and will be told of the expected completion day.

### **How do we communicate with parents?**

Parents will be informed about the teacher's organisation and expectations in regard to the 'daily basics' through newsletters, which go out from each class at the beginning of each term. Teachers will ensure that parents receive accurate information about the weekly task, including what is required and the expected completion date.

### **The children's role.**

The children are expected to take increasing responsibility for their homework as they move up through the school. The responsibilities they need to develop are:

- Communicating with their parents about their homework.
- Organising themselves - taking the tasks home, completing them and returning them on time.
- Making sure that they understand what is expected of them – asking if they need further explanation or help.
- Listening carefully to instructions.
- Taking care over the tasks and completing them to the best of their ability.

### **The parents' role.**

In order to best support their children with homework, we ask parents to follow these guidelines:

- Encourage and support children with their homework, but not complete it for them.
- Check the work and write a comment if it is felt appropriate, e.g.: 'My child found this task challenging, but we got there in the end.'
- Encourage the children to become independent in organising their homework and returning it.

- Understand what is being asked of the children.
- Encourage your children to use resources, which you have at home, or can access at the local Library – dictionaries; information books; the internet and so on.

### **The teacher's role**

- To communicate the daily homework expectation through a newsletter to parents.
- Provide parents with guidance on how to support their children with the daily tasks.
- Provide children with feedback on their development of reading, spelling and tables through testing or using the skills in classroom activities.
- Set a weekly task, ensuring that it is clearly understood.
- Enable parents to support their children by making expectations clear and giving guidance where necessary.
- Give children up to a week to complete the task, giving a clear expected completion date.
- Feedback to children during lesson time on the weekly task.

### **Equality**

Some children are not supported with their homework at home and fall further behind because of non-completion or poor quality achievement. It is important that the children are not punished or penalised where parents lack the ability, resources, time or inclination to support their children with their homework.

To support these children:

- Efforts will be made to assist parents eg parenting skills, support information,(How to help your child with....) access to resources eg computers, individual discussions with teachers
- Children will be encouraged to develop their own independent work routines. If unsupported in Primary School these children are likely to be even more unsupported in secondary school and will need to develop good work habits that they can sustain for themselves.
- Feedback and discussion needs to be very clear and detailed and individual as these children are unlikely to have had the opportunity to discuss their work at home.
- They will be given priority for places in the Homework Club (funded for vulnerable children)
- Class teachers will give children opportunities (not punishments) to complete their homework in their own time during the school day eg lunchtime, playtime. These sessions may be supervised by teachers or by TAs who can take their lunch break at a different time.