

Low Furness CE Primary School

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Policy for Homework

Approved by	
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Homework is anything 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 the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

Homework is an important part of a child's education, and can add much to a child's development. We recognise that the education provided by any school is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that completing homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, 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 activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils therefore our homework policy ensures that tasks are broken down into short, focussed and manageable tasks linked to key skills. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make

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maximum use of the opportunities available outside school and our homework policy ensures that we maintain this balance appropriately.

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- To ensure homework is manageable, meaningful and purposeful for our children
- Homework is broken down into small daily keys skills that is not seen as an onerous task
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future.

Types of homework

Staff and pupils regard homework as a supportive part of the curriculum - it is planned and prepared alongside all other programmes of learning.

We set a variety of homework activities. We give children books to take home and read with their parents and comments are written in the reading record books by both the pupils and their parents. We also ask children to practise spellings or mathematical tables. Purple Mash is also used. Sometimes we ask children to talk about a topic at home prior to studying it in school or to find and collect things that we then use in a lesson. We may ask children to take home work that they have started in school, when we believe that they could 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 not only the school library but also the local library, as well as the Internet.

We expect children to do more tasks independently as they move through the Key Stage. We set English and Maths homework when necessary, in order for the children to consolidate and reinforce the learning done in school through practise at home. We also set homework as a means of helping the children to revise for the end of Key Stage 2 tests, as well as to ensure that prior learning has been understood.

Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

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Amount and range of homework

As they move through the school, the homework expectation for the children will change. The type and amount of homework is outlined for each year group below.

Classes	Homework guidance
EYFS	Reading at home - daily Practicing Key words - daily Talk homework - weekly Key number facts - daily
Year 1/2	Reading at home - daily Practicing Key words - daily Spelling activities - daily Key number facts/times tables - daily Occasional topic work Target homework
Year 3/4	Reading at home - daily Spelling activities- daily Key number facts/times tables - daily Weekly homework in Maths or English Occasional tasks to extend and enhance learning across the curriculum
Year 5/6 More independence in completing the activities is expected from the older children	Reading at home Spelling activities Learning times tables Weekly homework in Maths or English There will be additional work given to support children's learning in class. Towards the end of Year 6, additional work will be given to the children to support them in their preparation for the Key Stage 2 SATs.

Inclusion and homework

We set homework for all children as a normal part of school life. We try to ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. In order to address specific learning needs, some children may have additional or differing work to that provided for the majority of the class. This is arranged with individual parents. We value and celebrate the diversity of our pupils and their families, and we appreciate the enrichment that this brings.

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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 short daily homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to 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 and by discussing the work that their child is doing.

If parents have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature or special circumstances need to be considered, they should contact the Headteacher.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the Resources and Evaluations Committee of the governing body. The governing body may, at any time, request from the Headteacher a report on the way homework is organised in our school.

This policy has been written following consultation with parents and will be reviewed every three years or earlier if necessary.

C Rowland-Smith

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review in September, 2028