



Introduction

The school policy for homework was developed and agreed by the whole staff and has the full agreement of the Governing Body. The policy was approved and ratified by the Governing Body during the Summer Term 2016 and is regularly reviewed.

Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

1. The nature and type of homework changes throughout a pupil's school career.
2. Amount and frequency of homework should increase as a pupil gets older but this may also vary through the school year and be appropriate to the ability of the child.
3. Homework should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.

5. Homework should be set regularly from the Foundation Stage to Year 6.

Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

The following are **government recommendations** as appropriate time allocations for homework activities.

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

Homework Tasks

Listed below, for each Phase of Kirkbymoorside Primary School, are a number of example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

Reading at home

Fluent reading and good comprehension skills have a key role to play in children's learning across all areas of the curriculum. Fluency in reading is achieved through practice. Therefore, it is essential that children read outside of school for 5-10 minutes, most days of the week. Children will bring home a colour banded reading book and a reading record, which needs to be signed by parents/guardians to say that they have read. Adults who read with children at school will also record dates and comments of reading in this book. Alongside their banded reading book, children are encouraged to read a range of texts and media, including books from home, comics, magazines, and texts on tablets and Kindles. Children move on to the next coloured book band when they achieve 95% word reading accuracy and can answer several comprehension questions at that level.

Please note – children on lilac, pink, red, yellow and pale blue book bands will also bring home high frequency word flashcards to read in order to prepare them for moving on to the next level book band.

Foundation Stage – via Busy News Letter

These may include:

- Reading books and key words
- Counting up and down stairs, number of jumps, number of tins etc. etc.
- Reciting nursery and counting rhymes.
- Identification of shapes in the environment.
- Fastening and unfastening buttons and zips and tying shoelaces – getting dressed and undressed etc.

Year 1 and Year 2 – Via half termly class newsletter and weekly homework sheets.

Activities related to half termly topic; weekly spellings (handed out on Monday, test Friday); English and maths (Handed out Tuesday, handed in Monday of the next week).

These may include:

- Reading books and key words
- Learning spellings
- Learning number facts
- Literacy activities
- Numeracy activities
- Real life numeracy related problems e.g. shopping, car, bus and house numbers, use of T.V. remote control.

Year 3 and Year 4 – Via half termly class newsletter and weekly homework sheets.

Activities related to half termly topic; weekly spellings (handed out on Monday, test Friday); English and maths (Handed out Tuesday, handed in Monday of the next week).

These may include:

- Reading
- Spellings
- Literacy activities
- Numeracy activities
- Learning Times Tables

Year 5 and Year 6 – Via half termly class newsletter and weekly homework sheets.

Year 5: Activities related to half termly topic; weekly spellings (handed out on Monday, test Friday); English and maths (Handed out Tuesday, handed in Monday of the next week).

Year 6: Weekly Sats revision Reading Comprehension/SPAG/Maths

These may include:

- Reading
- Learning spellings
- ‘Talk Homework’ that involves discussing the focus for a future piece of writing
- Reading comprehension activities
- Planning pieces of writing
- Planning presentations
- Researching topics
- Practising calculation strategies learned in class

Role of the Class Teacher

- To provide an explanation of homework tasks to children and, when necessary, parents and give guidance of how they might assist their child. This may be done by a note with the work, at a pre-school parents meeting or at an open evening if possible.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the Year group.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To mark homework appropriately, when necessary and give feedback to pupils.

N.B. Whilst there is a legal responsibility for a school to set homework on a regular basis, the school cannot enforce the completion of homework and therefore, will not punish children for failing to complete some, or all of their homework.

Role of the Head of School and Governing Body

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.

Role of Parents/Carers

- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.

- To make it clear that they value homework and they support the school by explaining how it can help learning.

At Kirkbymoorside Primary School we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Kirkbymoorside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

General

- Wherever possible staff should try to mark any homework that is returned by pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. However, marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **In such circumstances the teacher should consult the Head of School first.**
- Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.