

Nether Stowey Church of England VC Primary School

HOMEWORK POLICY

1. Definition of Homework

The term "homework" is taken to include any work or activities that reinforce learning, which pupils are asked to do out of school either on their own or with parents and carers.

2. The Purposes of Homework

- . To consolidate and reinforce skills and understanding, particularly in literacy and numeracy.
- . Where possible to exploit resources for learning, of all kinds, at home. Care needs to be taken not to embarrass or compromise less privileged children.
- . To encourage pupils as they get older to develop the confidence and self discipline, by the time they reach Year 6, needed to study on their own.

3. Appropriate Types and Amounts of Homework

- 3.1 The main focus will be on literacy and numeracy. Science and other subjects will be added to the programme as children move up the school, without losing this focus on literacy and numeracy.
- 3.2 The involvement of parents and carers in joint activities will be encouraged, being most valuable in promoting children's learning. Clear emphasis will be placed on three points:
 - i) Parents should encourage the children in their work - not "do it for them";
 - ii) Quality of experience is more valuable than quantity of time spent on it.
 - iii) Regular reading and the fostering of enjoyment of books is vital right through primary school.
- 3.3 Other literacy and related homework will include the learning of spellings.

Set numeracy tasks will generally relate to work current in the classroom.
- 3.4 In addition to these regular activities, older children will on occasion be given some homework, gradually increasing in its demands, of other kinds.

Examples:

- . finding out information;
 - . reading in preparation for lessons;
 - . preparing oral presentations;
 - . more traditional written assignments.
- 3.5 Care should be taken to ensure that not too much homework is spent "finishing off" class work. This can often place too heavy a burden on some pupils and too light a demand on

others.

- 3.6 The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning. However, a regular pattern is desirable, particularly for literacy and numeracy.
- 3.7 Broad expectations about the amount of time pupils might reasonably spend on homework provide a useful framework and discipline and are helpful to parents.

Government recommendations, which we adopt, are:

Reception - ½ hour a week (reading)

Years 1 and 2 - 1 hour a week (reading, spellings, other literacy and number work).

Years 3 and 4 - 1½ hours a week (literacy and numeracy as for Years 1 and 2 with occasional assignments in other subjects).

Years 5 and 6 - 30 minutes a day (a regular weekly schedule with continued emphasis on literacy and numeracy but also ranging widely over the curriculum).

4. The Role of Parents and Carers in Supporting Pupils

Parents will be asked to:

- 4.1 Do their best to provide a reasonably peaceful, suitable place in which pupils can do their homework - alone or, more often for younger children, together with an adult.
- 4.2 Make it clear to pupils that they value homework, and support the school in explaining how it can help their learning.
- 4.3 Encourage pupils and praise them when they have completed homework.
- 4.4 At the beginning of the school year each class teacher will write to parents
 - i) to inform them of regular routine homework expectations;
 - ii) to inform them of curriculum topics for the forthcoming year, e.g. history, geography, science, with a relevant statement which will offer parents the opportunity to reinforce their children's knowledge and experience by way of family visits to places of interest etc.

5. Feedback

Where homework is done together with adults, children will often receive immediate feedback. In the case of work they do on their own it is very important that they build on it and/or receive appropriate feedback as quickly as possible. This may be done through classwork or through tests, or through individual comments from teachers, or through pupils reviewing their own work in small groups.

The range of tasks set for homework should take into account the aim of keeping the workload of teachers manageable.

Nether Stowey Church of England VC Primary School

HOMEWORK: INFORMATION FOR PARENTS

As you are probably aware, the government now requires all schools to provide homework for children throughout the primary school years, with an emphasis on it being an activity shared by the children with their parents or carers.

To a very large extent this will mean not a lot of change to our existing practices. However, using guidelines issued to schools by the government, we offer the following information which we hope will be helpful.

1. Definition of Homework

"Homework" is taken to include any work activities that reinforce learning which pupils are asked to do out of school either on their own or with parents and carers.

2. The Purposes of Homework

Homework consolidates and reinforces skills and understanding, particularly in literacy and numeracy. It enables children to make use of learning opportunities of all kinds in their homes.

It encourages pupils as they get older to develop the confidence and self discipline, by the time they reach Year 6, needed to study on their own.

3. Appropriate Types and Amounts of Homework

The main focus will be on literacy and numeracy. Science and other subjects may sometimes be added to the programme as children move up the school.

It is intended that parents and carers will take an active role by: encouraging children in their work (though **not** doing it for them!); fostering regular reading habits and the enjoyment of books.

The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning. However, there will be an underlying regular pattern, particularly for literacy and numeracy, as follows:

Reception - ½ hour a week (sharing a reading book with your child).

Years 1 and 2 - 1 hour a week (reading, spelling and number work).

Years 3 and 4 - 1½ hours a week (literacy and numeracy as for Years 1 and 2 with occasional assignments in other subjects).

Years 5 and 6 - 30 minutes a day (continued emphasis on literacy and numeracy but also ranging widely across the curriculum).

4. Support for Children by Parents and Carers

- . Please do your best to provide a reasonably peaceful, suitable place in which your children can do their homework - whether they are working with you or alone.
- . Please make it clear to your children that homework is of value in helping their learning.
- . Please give encouragement, and praise when homework has been completed.
- . At the beginning of the school year each class teacher will inform parents:
 - i) of regular routine homework expectations;
 - ii) of curriculum topics planned for the forthcoming year in e.g. history, geography, science.

Parents may be glad of the opportunity this will present for furthering their children's knowledge and experience, for example by appropriate visits to a library, museum, place of interest etc.

5. Feedback

Much of what is set as homework will be intended to be done with an adult at hand, as explained above, so that children will receive instant feedback.

In the case of work done on their own, children will receive feedback in a variety of ways. This may be through classwork or tests, or through individual comments from teachers, or through pupils reviewing their own work in small groups.

It should be noted that it will usually be the case that homework tasks will not be subjected to marking by teachers. This will be prohibited by their existing workload of lesson preparation and marking related to the very full curriculum that they are required to deliver.