

ALPINGTON & BERGH APTON CHURCH OF ENGLAND V.A. SCHOOL

HOMEWORK POLICY

COMPILED BY: M Stowers/T Osborne

CO-ORDINATOR: T Osborne

APPROVED BY THE GOVERNORS: February 2015

DATE FOR REVIEW: February 2018

Alpington & Bergh Apton CE VA Primary: Homework Policy 2015

The Homework Policy has been reviewed in the light of comments retrieved from parental questionnaires and following staff consultation.

1 Introduction

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/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

2 Rationale for homework

Homework is an important part of a child's education, and can add much to a child's development.

We see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing 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. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

3 Aim and objectives of homework:

We use homework to encourage children to reach their potential through the acquisition of knowledge, confidence and independence. It is also an opportunity for parents to work with their child and become more involved in their learning and progress. We believe it provides the following benefits:

- To enable pupils to make maximum progress in their academic and social development
- To prepare pupils for further educational experiences and to provide educational experiences not possible in school
- To promote cooperation between home and school in supporting each child's learning
- To enable some aspects of the curriculum to be further explored independently
- To consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons
- To help children develop good work habits for the future

4 Administration

Homework is given to all pupils at the class teacher's discretion and at an appropriate age, ability and development level. Homework is set at least once a week. Reading books are sent home on a daily basis. The range of homework set may include:

- Written tasks
- Maths tasks
- Research/investigations
- Playing games
- Collecting items/examples
- Rote learning e.g. spellings, multiplication tables
- Reading - all pupils are expected to read or share a book with an adult at home, daily.

Home/reading record books are used as means of communication between home & school.

5 Feedback

All homework completed well is acknowledged and responded to either through discussion, evaluation or marking. In KS2 Parents are informed if pupils fail to complete homework on a regular basis. Enough time is allocated for completion to allow for any problems or difficulties to be talked through with the teacher. 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.

6 Inclusion and homework

We set homework for all children as a normal part of school life. We 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. When setting homework for pupils on the register of special needs, we refer to those pupils' Individual Education Plans or Targets.

7 Current Homework Arrangements at Alpington 2015

Class One and Class Two

Foundation Stage: New pupils take reading books home twice weekly in their first term, then on a daily basis. As their learning progresses they are given letter sounds, CVC and high-frequency words to reinforce at home, in addition. The pupils may also be given items to collect, things to find out or subjects to share and talk around with their parents. Parent/child talk is proved to be invaluable in enabling children to lay the foundations of early learning.

In addition **Year 1 pupils** are asked to read daily to their parents for about 15 mins and are given a range of activities to share with their parents at home. Spellings, based on the current phonic stage are set each week and tested the following week.

Year 2 pupils have reading homework on a daily basis. Spellings are set once a week and tested later on in class. **Year 2** pupils will receive homework based on current topics. Activities will include maths and English activities, activities connected to their topic and practical tasks. Sometimes specific maths and number activities will be set. They may also be asked to research topics or bring in artefacts.

Practical activities such as weighing cooking ingredients, handling real money and familiarising children with measures are of great value to all pupils in Class 1 and Class 2.

We also believe that parents should read books to their child. Sharing books is just as valuable in aiding a child's progress in reading as is your child reading to you or to their teachers. We expect this to continue into KS2.

Class Three

We continue to expect pupils to continue with daily reading activities. Pupils will also receive homework activities based on current topics. These will be literacy, maths or topic based. They have spellings and mental maths targets to learn which are then tested in class on alternate weeks. They have group reading homework to complete at home. In the weeks leading up to end of year assessments there may be questions practise set as extra homework.

Class Four

In Class 4 children are given weekly maths and/or literacy work based on their group targets or other learning in class. This is normally set on Friday for the following Tuesday. They have spellings and mental maths targets to learn which are then tested in class on a weekly basis. Children are also expected to read daily with homework being set in accordance to when they have group reading sessions. Comprehension and additional tasks may also be set to support the pupils' learning needs.

For Year Six pupils: In the weeks leading up to SATS pupils follow a specific revision programme.

8 Amount of homework

As they move through the school, we increase the amount of homework that we give the children. We expect children in **Key Stage 1** to spend no more than one hour a week on home activities, excluding time spent reading and sharing books with a parent. We encourage children in **Years 3 and 4** to spend approximately one and a half hours on homework type activities per week, and children in **Years 5 and 6** to spend approximately two hours a week.

Homework during school holidays. We believe that in primary school holidays should be a time of refreshment and enjoyment with pupils taking the opportunity to spend time with their families and friends, being free to pursue other interests. However we do expect that pupils will continue to read to their parents and to be read to during this time. This is especially true over the long summer holiday. The love of books, becoming fluent and interested in reading is at the heart of learning for all ages. Occasionally a class teacher may ask the pupils to undertake simple tasks during the holidays such as collect items or keep a tally of something etc...but this is meant to be light touch only. Individual parents and teachers may also make an arrangement to suit a child's circumstances if this is mutually agreeable.

It is inevitable that the pupils in upper KS2, especially in Year 6, will be given some homework to do over the school holidays as they come towards end of KS2 tests.

9 The role of parents and carers

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the 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 and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. Ideally parents should read with their children every day to help them develop a love of books and stories and help them to grow in confidence. We ask parents and carers to sign their child's Reading Record to show that they have heard their child read and discussed their books with them on at least three occasions during each week. If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher.

Homework is seen in part as a preparation for the more independent learning undertaken at secondary school.

10 Use of ICT

A copy of the school's E-Safety policy is available from the school office and may also be found on the school website. The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet.

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by copying, pasting and printing out something that has been written by somebody else. There are many websites containing highly educational material which can have a powerful effect on children's learning.