



## **Policy No. 108**

### **Homework Policy**

<b>Approved by</b>	Governing Body
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**Four basic elements run through our whole curriculum. Through our curriculum we foster wisdom, hope, cooperation and dignity to enable every child to flourish in the fullness of life.**

Homework can be defined as any work or activity which pupils are asked to do outside lesson time, either on their own or with parents / carers.

### **Purpose of homework**

Homework serves many positive purposes:

- Consolidates and reinforces skills and understanding.
- Extends the child's learning experiences as appropriate to each individual.
- Strengthens links between home and school, so that parents / carers are continuously involved in and aware of their child's learning and work in partnership with the school.
- Encourages pupils as they get older to develop self-confidence and self-discipline needed to study on their own, and preparing them for the requirements of secondary school.

### **Recommended time allocation for homework**

Reception - 10 minutes daily

Years 1 & 2 - 20 minutes a day

Years 3 & 4 - 30 minutes a day

Years 5 and 6 - 30 minutes a day

### **Recommended type of homework**

#### **Year R**

- In Year R the daily sharing of a book, telling and reading stories is encouraged. Parents and carers can use everyday opportunities to read with their child, (signs, labels, packets) and count (cars, cats, cutlery). Occasional "at home" activities from the Read Write Inc phonics scheme may be sent home.

#### **Year 1**

In Year 1 the main focus of homework is likely to be literacy and numeracy.

- Regular reading practice, listening to stories and discussing what they have read is important for children.
- The daily sharing of a book, telling and reading stories is encouraged. Parents and carers can use everyday opportunities to read with their child to develop reading skills, (signs, labels, packets)
- Parents should take every opportunity to count with their child- cutlery, steps, passing cars.
- Games are also a very good way of developing number skills- snakes and ladders etc. The learning of spellings and phonics also form part of homework activities.

#### **Year 2**

In Year 2 the main focus of homework is also likely to be literacy and numeracy as above for Year 1. Year 2 also do the following:

- Children are encouraged to complete their own reading record.
- Regular reading practice, listening to stories and discussing what they have read is important for children.
- Children also need to practice regularly the 2, 3, 4, 5, 6 and 10 times tables up to the twelfth multiple (x12)  
Games and practical activities will sometimes be suggested.
- Spelling and Phonics activities continue.

### **Year 3**

Reading — This should build on skills developed at KS1. As fluency increases, the child should read, on their own, for longer periods of time. Parents need also to continue to read to their children and ask a range of questions about the text, to help develop children's comprehension skills.

Spelling — activities will be given weekly.

Maths — regular practice of all multiplication tables. Activities based on current programmes of study will be given each week.

### **Year 4**

Reading — Reading is important and more emphasis should be placed on the individual reading of a wide range of texts for understanding. Pupils should be completing their reading record themselves. (A reading time of 20 minutes each evening is recommended.) Parents need also to continue to read to their children and ask a range of questions about the text to help develop children's comprehension skills.

Spelling — activities will be given weekly

Maths — continued practice to secure all multiplication tables. Activities based on current programmes of study will be given.

### **Year 5**

Reading — Reading is important and more emphasis should be placed on the individual reading of a wide range of texts for understanding. Pupils should be completing their reading record themselves. (A reading time of 20 minutes each evening is recommended.) Parents need also to continue to read to their children and ask a range of questions about the text to help develop children's comprehension skills.

Spelling — Activities will be given weekly.

Literacy tasks based on their current work will be set each week.

Maths — Continued practice to secure all multiplication tables. Activities based on current programmes of study will be given.

### **Year 6**

Reading- Reading independently where possible. Reading is important and more emphasis should be placed on the individual reading of a wide range of texts for understanding. Pupils should be completing their reading record themselves. (A reading time of 20 minutes each day is recommended.) Parents should engage in meaningful dialogue with their children about the texts they have read.

Spelling — Activities will be given weekly.

Maths - Continued practice to secure all multiplication tables. Activities based on current programmes of study will be given.

Literacy tasks based on their current work will be set each week.

## **Appendix 1**

### **Guidelines for successful homework**

The parents and carers are partners in their child's learning and as such have a vital role to play.

- They should ensure that the homework is completed, wherever possible, and handed in at the set time, and that a regular routine is promoted at home.
- Parents are able to actively support their child's learning by taking part in activities, games, shared reading and helping to find out information.
- Provide a suitable place where homework can be completed, preferably in a quiet place.
- Support older children by encouraging them to become increasingly independent when doing homework.

### **Guidelines for Parents and carers**

It is important that homework should be undertaken on a regular basis and should be at a time in which the child can be supported, and encouraged in a relaxed atmosphere. At Key Stage 1 in particular, the child should regard the time set aside as fun / 'games' time. In order that homework is completed successfully and productively, the following ideas may prove useful.

- set aside an agreed time when both you and your child are likely to be undisturbed.
- allow your child to unwind from the day before starting.
- where possible, find a place in the house which is free from distractions such as television, or people coming in or out.
- Keep to the same time so that a routine is created and the child knows that is your time.
- reading with younger children is a great time for having a cuddle. Take it in turns to read to each other and spend time talking about the book and the pictures.
- allow your child time to work out answers, and encourage them to think the problem through, before stepping in to help.
- with older children, if they are reluctant to undertake the set activity, try to avoid confrontation. Find a compromise.
- if your child is finding something difficult and homework time is over, it is better to return to the work the following night, rather than asking them to keep going.
- if possible, avoid arguments over homework, as this can create a situation where the child will not want to attempt the work
- consult your child's class teacher if you are worried or unsure of any strategies used.