



Homework Policy

Date	November 2019
Review Date	November 2021

Earley St. Peter's Primary School

Homework Policy

(i) Introduction

At Earley St. Peter's Primary School we believe that homework has an essential role in helping to develop and consolidate the learning and independent study skills of our pupils and that, therefore, it should be regularly set for all of them. Homework is marked according to the school's general marking policy.

(ii) Definition

Homework is work set by the school, to be completed at home, the content of which either consolidates and reinforces current learning or introduces and prepares children for future activities or topics to be covered in class.

(iii) Key points

Objectives

Through this policy we aim to:

- ensure consistency of approach throughout the school;
- ensure progression towards independence and individual responsibility;
- ensure the needs of individual pupils are taken into account;
- ensure parents have a clear understanding about expectations from themselves and the pupil;
- improve the quality of the learning experience offered to pupils;
- extend and reinforce the learning experience via reinforcement and revision;
- provide opportunities for parents, pupils and the school to work together in partnership;
- provide opportunities for parents and pupils to work together to enjoy learning experiences;
- at Year 6, prepare children for secondary transfer.

Time Allocation

In accordance with Government guidelines the recommended time allocation for homework is as follows:

Year 1 & 2	1 hour per week
Year 3 & 4	1.5 hours per week
Years 5 & 6	30 minutes per day

Content

Foundation Stage

Pupils in the Foundation Stage will be given a Home/School book where parents can record any achievements and experiences from home. Each week interactive activities for parents and children to do together will be sent home in the book to support the learning in school. In addition, Pupils in Reception (F2) will be given weekly reading books to share at home.

Key Stage 1

At Key Stage 1, involving parents actively in children's learning is the key purpose of homework. Short activities of different kinds, including simple games, learning number facts, spellings and reading together provide a very important opportunity for young children to talk about their learning to an interested adult, and to practise key skills in a supportive environment. Homework will largely consist of regular reading and spelling activities.

<i>Year Group</i>	<i>Typical weekly activities</i>
Year 1	reading, spelling, number work.
Year 2	reading, spelling, number work.

Key Stage 2

At Key Stage 2 children should continue to read to their parents or carers, or, if they are already fluent readers, read on their own for between 10 and 20 minutes per day. Additional tasks may involve learning spellings and practising punctuation, grammar and comprehension skills. Tables practice, number games and tasks will be set each week for all

children, with more formal tasks being set at Year 5 and Year 6. More substantial and challenging activities, including research for topic work will be set at the weekend for children at Key Stage 2.

<i>Year Group</i>	<i>Typical weekly activities</i>
Year 3/4	spelling, literacy and number work with occasional assignments in other subjects
Year 5/6	a regular weekly schedule of work with continued emphasis on literacy and numeracy, but also ranging more widely over the curriculum

In Year 3 and 4:

Your child will continue to receive weekly MATHS homework and in addition there will be times tables practice (including division facts for those working at the appropriate level) There will be weekly spelling homework.

HOME LEARNING will now be a MINIMUM of two and MAXIMUM of three projects to be handed in at the end of the half term. The date will be on the project sheet for each topic.

Each year group will draw up a homework timetable at the beginning of the academic year and a copy will be given to each child. The timetables for each year will also be placed on the Learning Platform.

Success criteria

- Staff, children, parents and carers have clear expectations of what is required in terms of time, content and support.
- All homework tasks are related to the curriculum and form part of the ongoing planning process and schemes of work.

Monitoring and evaluation

This policy will be monitored by the Headteacher/Leadership and Management team and by the Governors.