

Hillsgrove Primary School

Homework Policy

Date: September 2019
Review: September 2021

HILLSGROVE PRIMARY SCHOOL

HOMEWORK POLICY

1. Our Aims:

- 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 to 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.
- To practise or consolidate skills and knowledge, especially in Numeracy (ROTE) and Literacy (spellings).
- 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.

2. 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 setting homework there are a number of points to consider:-

1. The nature and type of homework changes throughout a pupils school career.
2. Amount and frequency of homework should increase as a pupil gets older.
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.

3. 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. Daily practice is to be encouraged e.g. reading, spellings 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 – 2 hours per week

4. Homework Tasks

Year Group	Subject	Set	Deadline	Time on Task*
Reception	Reading/ Phonics	Expectation that this should be completed everyday		R minimum 5 mins
Reception	Homework Menus	Half-termly	Monday of last week of HT	10 minute tasks (increase with age)
1,2	Homework Menus	Half-termly		Y1 15 mins Y2 20 mins
1,2	Spelling/ Phonics Weekly	Wednesday	Monday	10mins Practice daily
1,2	Maths ROTE learning Weekly	Wednesday	Monday	Y1 10mins Y2 15mins
1,2	Reading and Times Tables	Expectation that this should be completed everyday		10mins
3,4,5,6	Homework Menus	Half-termly	Monday of last week of half-term	Y3 20mins Y4 25mins Y5 30mins Y6 40mins
3,4,5,6	Spelling Weekly	Wednesday	Monday	20mins Practice daily
3,4,5,6	Reading and Times tables Daily	Expectation that this should be completed everyday		10mins (min)
3,4,5,6	Maths ROTE learning Weekly	Wednesday	Monday	Y3 20mins Y4 25mins Y5 30mins Y6 40mins
6	Science	Set on the day Science is taught	The following week on the same day	30mins
6	English and Maths	Set as needed	To be given at least 3 days to complete	Minimum of 20 mins

*Last column (time on task) – shows how long a child should be able to sustain concentration for on a task. Time on different aspects of a 'Homework Menu' task will naturally vary.

5. Role of the Class Teacher

To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work or in the diary, at a parents' meeting or at an open evening.

- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes.
- To set homework that takes equal opportunities into account.
- To ensure any homework is purposeful and links directly to the taught curriculum.
- To reward and praise children who regularly complete homework tasks.
- To give feedback to pupils

6. Role of the Head teacher 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.
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

7. Role of Parents/Carers

- To sign a home school agreement dealing with homework.
- 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 Hills Grove 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. 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. It is not possible to give homework when parents take holidays in term time. Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher or phase leader.

8. Quality and Presentation

Quality

Pupils can choose how to present their homework. Paper and books will be made available for pupils who request it. All homework that is completed should be done so neatly and kept in good condition.

Presentation

All pupils are to complete **all** writing in pencil, and felt tip or colours should be used to enhance the piece of homework. Pupils with a pen license should be encourage to use this for writing tasks.

Equal Opportunities:

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Signed by Head Teacher : _____ **date:** _____

Signed by Chair of Governors: _____ **date :** _____

Agreed 19.06.19