



HOMework POLICY

We believe that education is a life-long process. A child's education does not cease when he /she leaves our school premises, learning at home is an essential part of good education.

“Homework” is any work or activity completed outside lesson time, either alone, with parents, or others and homework make an important contribution to progress at school.

We see the purpose of homework as being to:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a lifelong process and not just restricted to school hours.

From the Early Years simple games, learning spellings, and of course, reading with parents provides valuable opportunities for the practice/reinforcement of key skills in a supportive environment. As children get older, they need to develop the habit of regularly devoting short periods of time to personal study. All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

This homework policy is designed :

- To ensure consistency of approach throughout the school
- To ensure progression towards independence and individual responsibility
- To ensure parents/carers have a clear understanding about expectations for themselves and the pupils.
- To extend and support learning
- To provide opportunities for parents and pupils to work in partnership and enjoy learning experiences

The emphasis of homework activities is on the development of skills of maths and English. From time to time children may bring home a piece of work set outside the parameters of maths and English such as a short research project. Other activities are added as children move up the school. Regular reading is vital. It is our policy to set homework as follows:

Year Group	Approximate Time allocation	Activities
Foundation children	5-10 mins / evening	Reading to parents- books sent home once a week Discuss the sounds taught that week and practise the words and sentences on the 'Weekly Phonics Sheet' provided to parents every Friday.
Year 1	15 minutes/ evening	Reading to parents- books sent home once a week. Discuss the sounds taught that week and practise the words and sentences on the 'Weekly Phonics Sheet' provided to parents every Friday.
Year 2	1 hr – 1½ per week	Reading books sent home once a week. Spellings weekly (from Spring term) via Spelling Shed

		Maths linked to classroom learning and specifically targeted maths as appropriate to individual children Topic research as appropriate
Years 3 and 4	1 hr 30 mins/week (10 – 15 mins reading each evening)	Daily reading to parents and/or Independent reading Spellings – to be practised at home each week via Spelling Shed Times Tables Rock Stars Maths linked to classroom learning and specifically targeted maths as appropriate to individual children Topic research as appropriate
Years 5 and 6	30 mins /day (10 – 20 mins reading – fiction or reference, tables/number facts)	Regular reading either to an adult or independently Spellings – to be practised at home each week via Spelling Shed Times Tables Rock Stars Maths linked to classroom learning and specifically targeted maths as appropriate to individual children Topic research as appropriate

Years 1 & 2 1 ½ hours / week
Years 3 & 4 1 ½ hours/week
Years 5 &6 30 minutes per day

Please note: Homework tasks will vary as to the needs of the individual class and the individual child.

How staff at St Wilfrid’s C of E Primary support this policy:

- homework is set on a regular basis, for all years, in line with our homework policy;
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;

How parents /carers can help to support their children:

- Provide somewhere peaceful for children to work without the distractions of television, other family members and pets
- Provide a suitable place equipped with a clear table space, chair and good light
- Provide encouragement and support to children when they require it
- Support the school in explaining and valuing homework
- Encourage pupils and praise them when homework completed
- Be actively involved in the homework (particularly of younger children)
- Share with school any issues arising from homework for example by a comment in a reading record. We would also be interested in hearing how well the children completed other activities, whether they were interesting / too easy / too hard, etc

Children are expected to:

- Make full use of any opportunities they are presented with
- Tackle home tasks promptly and with a positive attitude
- Take pride in their presentation and content, acknowledging the high personal standard expected

- Be organised to look after and return books and completed tasks on the agreed dates.

Feedback for pupils/parents or carers and teachers

Feedback needs to be given promptly and may be given in a variety of ways

- Verbal response from parents or carers and teachers
- Class discussion
- Tests eg. Spellings or tables
- Pupil/peer evaluation
- Presentation of work in class and/or school assembly