****

**Homework Policy**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

# Longton Primary School Homework Policy

## 1 Introduction

1.1 By the term ‘homework’, this policy refers to anything children do outside the normal school day that contributes to their learning, in response to requests or 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 supporting their learning in a very valuable way.

1.2 Homework is a very important part of a child's education, and can add much to a child's development. The government makes clear its commitment to homework, it regards it as an essential part of good education. We believe that homework can help to make links in pupils’ learning and to enable them to become lifelong learners, not simply regarding learning as something which goes on at school.

1.3 We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of partnership and 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.

1.4 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 family and leisure activities, and participating in various clubs and organisations which play an important part in children’s lives. 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.

## 2 Aims and objectives

2.1 The aims and objectives of our homework policy are:

* to ensure a consistent approach to the use of homework across the school;
* to inform parents and carers about our approach to homework and to promote partnership and co-operation between home and school in supporting each child's learning;
* to help to enable pupils to make maximum progress in their academic and social development;
* to help pupils develop the skills of independent learners;
* to help children to understand that the world of learning extends beyond the school, and to make links between their experiences in school and those gained outside school;
* to enable all aspects of the curriculum to be covered in sufficient depth;
* to provide educational experiences not possible in school;
* to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
* to help children develop good work habits for the future.

## 3 Types of homework

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | English and Maths | | Autumn and Spring term | Holiday |
| EYFS | Reading daily 10 mins  Task set in taking home book. | | Taking learning home books. This week we have been … parents can follow up at home.  A set task related to an area of learning. | Taking learning home books. |
| Y1 | Reading daily 10 mins  Weekly set of words or spellings.  A piece of English e.g. grammar one week, Comprehension the week after.  An maths arithmetic sheet plus a few reasoning questions. Should take no more than 30 mins  Number bonds to learn off by heart | | A project based on work that compliments topics being taught in school or based on an interest of the child. | Passport book |
| Y2 | Read daily for 15 minutes  Spellings  A piece of English e.g. grammar one week, Comprehension the week after. | A maths arithmetic sheet plus 3 reasoning questions. Should take no more than 30 mins  Number bonds/Times tables to learn off by heart | A project based on work that compliments topics being taught in school or based on an interest of the child. | Passport book |
| Y3 | Read daily  Spellings  English grammar and a Comprehension weekly | A maths arithmetic sheet plus 4 reasoning questions in workbook. Should take no more than 30 mins  Times tables to learn off by heart | A project based on work that compliments topics being taught in school or based on an interest of the child. | Passport book |
| Y4 | Read daily  Spellings  English grammar and Comprehension weekly | A maths arithmetic sheet plus 5 reasoning questions in workbook. Should take no more than 30 mins  Times tables to learn off by heart | A project based on work that compliments topics being taught in school or based on an interest of the child. | Passport book |
| Y5 | Read daily  Spellings  English grammar and a Comprehension. weekly | A maths arithmetic sheet plus 5 reasoning questions in workbook. Should take no more than 30 mins  Times tables to learn off by heart including division | A project based on work that compliments topics being taught in school or based on an interest of the child. | Passport book |
| Y6 | Read daily.  Spellings  English grammar and a Comprehension. weekly | A maths arithmetic sheet plus a few reasoning questions in workbook. Should take no more than 30 mins  Times tables to learn off by heart including division | A project based on work that compliments topics being taught in school or based on an interest of the child. | Passport book |
| Y6 | Y6 will at times receive additional homework to support their progress to meet end of year expectations. | | | |

3.1 The timetable above shows the expectations for each class. Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. Homework will be marked and returned home via the red homework folder inside a blue book so that feedback can be shared with parents on a weekly basis. Some homework will be set via Google classroom to keep the children’s skills at their finger tips.

3.2 The ‘project’ section is a piece of work designed by the child. The terms outline of work will come home as usual. From here your child can then undertake work of their own choice based on these outlines or based on an area of interest of your child’s. This can be as much or as little as they want to do. Examples could be:

A model, a recount of a visit you have been on as a family, a story, an autobiography. a project, a PowerPoint, or a letter. In fact they can just let their imaginations run wild.

The dates for bringing in these projects are on the school calendar. The projects will then be displayed on parents evening.

3.3 School will provide suitable books for the children to read at their stage of development. When a child becomes an independent reader, they can chose a book from the school library or read a book of their own. All children are encouraged to read a range of materials at home to support their learning.

3.4 Homework is marked according to the general school Marking Policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

3.5 We recognise that children have individual learning styles, which means that some tasks, for example, research, can be completed in a number of different ways, while others demand a particular approach or method, for example, mathematical calculations.

3.6 Throughout school homework is given out on a Thursday and is to be returned on the following Tuesday. Holiday Passport books are to be handed in the second week back after the holiday period. The dates for project work are published on the school calendar.

## 4 Inclusion and homework

4.1 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 to pupils who have special educational needs, we refer to those pupils' Individual Education Plans (IEPs), if applicable, and take their individual needs into account.

## 5 The role of parents and carers

5.1 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 check what homework has been set and to encourage their child to complete the 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. YouTube is a good resource to support your child’s learning

5.2 We ask parents and carers to record the reading completed by stating how many pages and other comments in the reading record book at least four times a week.

5.3 If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher.

## 6 Use of ICT

6.1 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 merely downloading and printing out something that has been written by somebody else.

6.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website blogs provides links to the sites which will best support the children's learning. Parents or carers are advised to always supervise their child's access to the internet.

6.3 We discourage children from bringing their own computer software or memory sticks into school, because of the risk of viruses.

6.4 We will continue to us Google classroom to set homework from time to time.

6.5 Regular information is sent out to help keep parents informed about how to try and keep children safe online.

## 7 Monitoring and review

7.1 The class Teacher is responsible for co-ordinating and monitoring the implementation of this policy.

7.2 It is the responsibility of our Governing Body to agree and then monitor the school homework policy. This is done by the committee of the Governing Body that deals with curriculum issues. Parents and carers complete a questionnaire each year, and during the school's Ofsted inspection, which asks questions about parents’ views on homework. The Governing Body pays careful consideration to any concern that is raised by any parent. Our Governing Body may, at any time, request from our headteacher a report on the way in which homework is organised in our school.

7.3 This policy will be reviewed every three years or more often if necessary.

### Signed:

### Date: