LITTLE THURROCK PRIMARY SCHOOL

Homework Policy

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Changes since the last review
None

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1. INTRODUCTION

This is the school's policy for the provision of homework to pupils. There is no statutory requirement for schools to set homework. However, at Little Thurrock Primary School we recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnership, of which our homework policy is an important element and this policy has been created with consideration given to the views of parents and carers.

2. HOMEWORK - A DEFINITION

Homework is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. At Little Thurrock we see work done at home as a valuable part of school work.

3. THE PURPOSE OF HOMEWORK

The school regards the purpose of homework as being to:

- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school and the development of their child.
- consolidate and reinforce skills and understanding, particularly in English and Mathematics ;
- extend school learning, for example through additional reading;
- encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school.

At Little Thurrock Primary School, teaching staff recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon.

We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. swimming, ballet, Beavers, Brownies, music lessons etc.

Homework should be used to effectively reinforce and/or extend key skills learned in school. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school. Homework tasks should be undertaken to the best of their ability. Pupils who complete all homework tasks will receive Class Dojo points.

We hope parents and carers will be willing and able to give their active support to ensure that work done at home is completed conscientiously and in the best possible conditions.

All homework tasks set should be well-matched to the ability of the child.

4. HOMEWORK EXPECTATIONS

a) Key Stage 1 and 2

Each half-term, parents and carers will be informed of what their child/children will be learning through a topic news leaflet. Within this leaflet, children will be set an open-ended homework task to completed by the penultimate week of half-term. This homework task could involve : making a model, doing some research, preparing a verbal report, preparing a written report, producing a PowerPoint presentation, producing a video, producing a piece of animation. This list is not exhaustive and the aim is to make the task open-ended to ensure that as many people as possible complete the task. Tasks may be submitted via Class Dojo or brought into school. In the final week of each half-term, pupils are given the opportunity to present and celebrate their homework with the rest of the class and are given feedback by the teacher.

In addition to this, children will be given/expected to:

- Read 5 times a week and record this on Boom Reader.
- Be given weekly spellings/phonics sounds to learn.
- Be expected to complete times tables Rockstars activities (Year 2 to 4) weekly.
- Be given arithmetic tasks and tests to complete (Year 5 and 6) weekly.
- In Year 6 children may be given additional SATs preparation tasks.

In this way we hope to make homework as manageable and easy to access as possible for all children.

b) Early years

Children in Reception from autumn term should have:

- Phonics (recapping sounds) weekly
- Reading daily

5. SPECIAL EDUCATIONAL NEEDS + DISABILITIES (SEND)

Setting the right type and amount of homework for children with special educational needs will need careful consideration by the class teacher and co-ordination with both the SENCO and parents. The objectives of homework outlined in this policy should apply equally to pupils with special educational needs. Whilst children with SEND may benefit from special tasks separate from the homework set for other children in the class, it is important that they should do as much in common with other children as possible. Homework tasks for children
with SEN should:

- have a very clear focus and time-guideline;
- give plenty of opportunities for pupils to succeed;

6. MORE ABLE CHILDREN

Adaptations to homework will be provided for children who have strengths in specific areas e.g. by book level.

7. THE ROLE OF THE SCHOOL, TEACHERS, PARENTS AND CARERS IN SUPPORTING PUPILS WITH HOMEWORK ACTIVITIES

a) Role of the school

Monitor the effectiveness of the homework policy each year
Ensure that homework is as easy to access as possible
Ensure that parent and carer views are taken into consideration when formulating the homework policy

b) Role of the class teacher

- Inform parents and carers of what is being learned each half-term.
- Set open ended half-termly projects linked to what is being learned (Years 1 to 6).
- Set other homework each week in line with homework expectations (see above).
- Ensure that homework projects are celebrated once a half-term.
- Ensure that children receive feedback on their homework once a half-term.

c) Role of the parents/carers

The school recognises that parents and carers have a key role to play in supporting pupils' homework. The nature of this role will change as children get older. For much of their homework, particularly with younger children, parents and carers will be encouraged to become actively involved in joint homework activities. To avoid 'battles' over homework we recommend:

- that children should be allowed to work at an appropriate pace;
- acknowledgement should be given to their own interests;
- the task is undertaken at an appropriate time when the child is best able to concentrate;
- your child may need lots of encouragement, praise and even your company and help for certain tasks;
- that work at home is perceived as a shared activity;
- work at home should be planned carefully around other interests to avoid clashes;
- it should not be used as a threat or punishment.

Your HELP, ENCOURAGEMENT and PRAISE is the key to success.
We ask you to provide a reasonably peaceful, suitable place in which pupils can do their homework – alone, or more often for younger children, together with an adult.
We do not envisage a primary school child spending time in isolation with work he or she may find difficult. Give support and help but do not do the work for the children. Please support children in completing tasks set.

8. Concerns

If any child does not understand a task, parents should encourage them to ask their teacher for further guidance. If you have any concerns about the levels of homework or the content etc., please see your child's class teacher. We ask that you do not let your child get upset about homework; if there is a problem come in and speak to the teacher about it.

9. Review

The governing body reviews this policy every year. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.