



# HOMWORK POLICY

Issue No 19

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## Purpose

Learning at home is an essential part of good education. Regular homework is important, since it gives pupils the opportunity to practise the tasks done in class and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school as well as later in adult life.

Homework activities are an important part of the home/school partnership. All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

## Aims

The homework policy is designed:

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

## Teaching and Learning

It is expected that children will spend at least the following times on homework activities per week:

Reception	We will encourage 10 minutes per night; a mixture of reading, learning phonics & action words, numeracy activities
Year 1	10-15 minutes per night: reading with discussion Spellings ( when the class teacher thinks children are ready).
Year 2	At least 10 minutes reading per night Maths / reading comprehension / writing (10 minutes) Spellings (20 minutes)
Year 3	At least 15 minutes reading per night (part of this may be reading independently) Spellings and sentences Times tables Maths each week Long term projects in humanities subjects in Learning log
Year 4	At least 15 minutes reading per night (part of this may be reading independently) Spellings and sentences each week Times tables Maths each week Long term projects in humanities subjects in Learning log

Additional homework may be set ranging more widely over the curriculum.

This is in line with the Government's recommended time allocation, based on current good practice, as set out in Homework: Guidelines for Primary Schools and Secondary Schools.

DFE suggested time allocation for homework:

Year 1 and 2: 1 hour per week

Years 3 and 4: 1.5 hours per week

## Pupils are expected to:

- make full use of all the opportunities they are presented with;
- tackle home tasks promptly and with a positive attitude;
- take pride in presentation and content, acknowledging the high personal standard expected;
- be organised so that necessary books and equipment are not left at school;
- take responsibility for handing in the completed task on the agreed day.

In order to allow for the child's other activities a minimum of two nights will always be provided to complete homework, normally a week will be given (unless advised otherwise by the class teacher).

### **Assessment, Recording and Reporting**

It is important that feedback is given to pupils as quickly as possible. This is given in a number of ways:

- immediately by parents or carers;
- discussion in class where homework is a part of the class work;
- through tests such as tables or spellings;
- individual comment from teacher on written assignments;
- pupils reviewing the work done in small groups;
- presentation of homework in class and school assemblies.

Teachers are interested to know how children carried out activities, whether they were too hard/ too easy/ interesting, etc. As with all school activity, parents are invited to discuss any queries with their child's class teacher.

### **Management Support**

**Staff at Scott support this policy:**

- by providing a range of homework tasks and activities to consolidate and extend learning in class;
- by ensuring that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability;
- by communicating with parents and keeping them informed of children's progress, projects and topics to be studied, and their child's individual targets.

**How parents can help to support 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 comfortable chair, clear table space, good light;
- provide encouragement and support to children when they require it;
- support the school in explaining to children that homework is valued and aids learning;
- encourage pupils and praise them when homework is completed;
- be actively involved in the homework of younger children, in particular;

### **Equal Opportunities**

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

### **Disability Discrimination Act**

Scott Lower School is committed to having due regard to the following

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.