

FIRS ESTATE PRIMARY SCHOOL

HOMEWORK POLICY

Introduction

We encourage all parents to take an active part in their child's learning by supporting them at school. Homework is an important part of a child's education, and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper *Excellence in Schools*, where homework was described as 'an essential part of good education'. There is some evidence that homework can be an effective intervention in improving attainment by up to five months

Through this policy we aim to:

- Ensure that homework is well planned and an integral part of the curriculum
- Ensure progression towards independence and individual responsibility
- Ensure that homework tasks are differentiated and are appropriate to the needs of individuals
- Ensure that pupils receive feedback and that homework is marked
- Ensure parents/carers have a clear understanding about expectations from themselves and the pupil;
- Improve the quality of learning experience offered to pupils;
- Extend and support the learning experience via reinforcement and revision;
- To provide opportunities for parents, pupils and school to work in partnership;
- Provide opportunities for parents and pupils to work together to enjoy learning experiences;
- Encourage children to develop long term strategies for future needs;
- Ensure that effective homework practices are used to support effective transition to the secondary phase

Our Approach

The purposes of homework change as children get older and needs to be progressive across the key stages. For younger children developing a partnership with parents or carers and involving them actively in children's learning, eg. playing simple games, learning spellings and number facts and reading together, provide a very important opportunity for young children to talk about what they are learning in school.

As children get older homework provides an opportunity for children to develop the skills of independent learning. By the time a child reaches Year 6 homework programmes will cover a wide range of tasks and curriculum content. This will help to ensure a smooth transition to Year 7 and secondary school. Homework will be differentiated where appropriate to take account of individual pupils' needs and might include:

- In Literacy, learning spellings and practising correct punctuation

- In Numeracy, learning times tables, playing number games, completing tasks and more formal exercises for older children
- Finding out information for topics
- Reading and/or Phonics
- Preparing oral presentations
- More traditional written assignments

Foundation Stage 1

Emergent writing boxes including observation sheets for parents and phonics games + parents comments notepad.

Foundation Stage 2

Reading Diaries, Word Book (to practise letters & Sounds). Specific activities each half term

Years 1 and 2

Use of Homework Books for tasks related to Topic work, Reading, Maths, Spelling and phonics.

Years 3 and 4

Use of Homework Books for tasks related to Topic work, Reading, Maths, Spelling and phonics.

Years 5 and 6

Use of Homework Books for tasks related to Topic work, Reading, Maths, Spelling and phonics.

Children should be encouraged to read regularly either on their own or with others for at least 10 - 20 minutes each day.

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.

Homework should be completed by a specified date. Details and information on completion of homework tasks will be made clear to parents through use of Home / School Communication Book or Homework Book.

We ask parents/carers to inform us if there has been a good reason for work not being completed, or if there were any particular difficulties.

We encourage parents to extend and support the homework if they wish, by creating more in the same style set by the teacher.

The class teacher is responsible for ensuring that the demands of homework are manageable for pupils and parents/carers alike.

Children with Special Education Needs

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach. The work that is set will be appropriate to the needs of the child. It is not seen as a way of attempting to get these pupils to catch up with the rest of the class.

Cross-Curricular Links

There are many websites containing highly educational material, which can have a powerful effect on children's learning. Parents are advised always to supervise their child's access to the Internet and encourage them to use the information found wisely to produce their own work. Children will not achieve anything worthwhile by merely downloading and printing out work for topics. Teachers will often supply pupils with useful websites to support their learning at home.

Learning Platform

All children have access to our Learning Platform using <https://firs.derby.dbprimary.com> . This can be used for homework purposes.

The Role of Parents

We inform parents about homework via termly curriculum letters for each year group.

Our Home-School Agreement asks parents to encourage their child to complete the homework 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 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.

If parents have any questions about homework, they should, contact the child's class teacher, via the homework book.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school's homework policy.

This policy was reviewed with staff and governors in September 2016.