

Federation of Beamish and Pelton Schools

Policy on Homework

Definition

Homework refers to any tasks set for children to complete outside school hours, either on their own, or with parents or carers. Homework which is set by a teacher needs to be manageable for everyone as well as educationally beneficial. All homework should be suited to meet the child's individual needs, including and special educational needs.

Aims:

- To raise pupil achievement;
- To consolidate and reinforce pupils' skills knowledge and understanding, particularly in literacy and numeracy;
- To develop in pupils the confidence and self discipline which will enable them to take responsibility for their own learning;
- To promote positive attitudes to life-long learning;
- To make use of all resources for learning;
- To extend opportunities for learning by using resources beyond those provided by the school;
- To develop an effective partnership between school and home;
- To encourage joint responsibility for the improvement of pupil learning.

Entitlement

All pupils are entitled to maximise their opportunity for learning. They should receive homework and/or preparatory tasks appropriate to their ability and age, and relevant to their needs in order to support their learning. This should not detract from their right to pursue other informal childhood activities.

Outcomes

- The level of pupils' achievement will be raised;
- Pupils will develop independent learning skills;
- Pupils will have additional opportunities to practice skills, increase knowledge and understanding and will be actively involved in their learning;
- Parents, teachers and pupils will share a common understanding of the school curriculum;
- Parents will accept a shared responsibility for their child's learning.

Type of Homework

The school will adhere to Government guidelines for Foundation Stage, Key Stage 1 and Key Stage 2 pupils, revising and updating provision as required.

A regular pattern for homework will be used throughout the school; a familiar routine is found to be more helpful for children, parents and teachers.

Where homework and/or preparation tasks are done with an adult we would hope that the child will receive immediate feedback and praise on what they are doing. It is also important that feedback and praise is given by the teacher as soon as possible.

All children will be encouraged and praised when they have completed homework and/or preparation tasks. Work of a high standard will be rewarded by the class teacher, normally with points, stickers, etc. Headteacher awards are given for consistently outstanding homework.

Amount of Homework

NURSERY

Time:- 10 minutes reading a day
Parents to share a book with their child. In addition to child's personal books, fiction books or an activity can be borrowed on a weekly basis from the nursery.

Notes:-

Examples of activities

- a) jigsaw
- b) pictures to talk about
- c) nursery rhyme, number jingle to learn
- d) maths activity
- e) games, pairs, dominoes, etc.
- f) I-spy, colours and shapes
- g) Handwriting patterns

RECEPTION

Time:- 1) 10 minutes reading a day
2) 10 minutes home activity a day

Notes:-

Children take home a reading book and a library book each week

- Learning the sounds from the Read, Write Inc. scheme
- Learning to read the frequency words in the word books.
- Weekly topic related maths homework
- Letter formation sheets

KEY STAGE 1

- Activities and time required:-
 - 1 piece of literacy- topic based. (10 minutes)
 - 1 or 2 pieces of numeracy, depending on unit of work. (10-15 mins)
 - 1 set of spellings – to practise spelling. The spellings are not tested in school, however they are carefully chosen to reflect what is being taught and practised during literacy lessons. (Reasonable amount of time to practise spelling.)
 - Daily home reading including guided choice of fiction/non fiction books. (10 mins)

Notes: - Year 2 children may be given additional homework to help prepare them for the maths and language SAT tasks/tests, prior to the examination period e.g. an additional piece of reading comprehension work or a book review from time to time for year 2 pupils, to challenge understanding of what they have read.

KEY STAGE 2 (Y3 – Y6)

Time:- 15- 30 minutes a day (increasing as the children get older)
10 minutes reading a day
Reasonable time to learn spellings and times-tables/number bonds

- Daily reading and completion of Pupil Planner (including parent comments)
- Spellings and times-tables/number bonds will be given and tested weekly.
- Weekly maths and English activities
- Regular prep' tasks consisting of research and project activities.

Notes:- Year 6 children may be given some additional revision materials in preparation for their SATs tests in May.

Setting and Marking of homework

In setting and marking tasks, teachers should:

- ❖ Plan and record tasks in their short term curriculum planning;
- ❖ Set tasks which are matched as far as possible to the abilities of the children;
- ❖ Give reasonable time for its completion;
- ❖ Ensure homework is marked in ways which reflect the school's marking policy;
- ❖ Provide feedback to children on their progress and ways to improve.

Parents

School policy is outlined in the School Prospectus and information about minimum expectations in English and Maths is sent to every parent at the beginning of the school year. 'Topic sheets' are also set out half-termly so parents know the themes and topics their children are to be covering.

Monitoring and Evaluation

In order to monitor the effectiveness of the 'Policy on Homework' and to evaluate the quality of homework tasks, copies are kept in planning files.

Policy is subject to regular review and evaluation by the Senior Management Team, in response to government guidelines, school targets, overall levels of attainment, and the quality of children's work.