



HOMework POLICY

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Policy Review Date:	February 2023	R Dulieu (Headteacher)	Signature	Date
Ratified by Governing Body:				
Name: Raj Gill-Harrison		Signature	Date	

The Governors and staff of St Mary's Fields Primary School believe that homework is an important aspect of a child's education. We believe it encourages children to realise that learning can take place outside the classroom, as well as promoting independent learning, thus encouraging the child to take great responsibility for their personal progress. Homework allows parents, carers and the school, to work in partnership for the benefit of their child.

This policy is based on current government guidelines which emphasise the importance of homework and how it helps your child to learn. The guidelines include how much time pupils might reasonably be expected to spend on homework. While most parents do appreciate the value and importance of this homework, a few feel that we do not set enough and others feel there is too much. The amount and type of homework we set is at a level which we believe to be reasonable and manageable as well as in line with the guidance provided. We are however happy to speak to parents/carers if they have specific homework requests for their child.

Aims:

Homework is encouraged throughout the school. To be most effective, parents, carers, staff and the children need to understand its purpose. It:

** often reinforces skills which have been taught in school and gives children the opportunity to practice what they have learnt;

** encourages self-discipline as the children take responsibility for their learning and promotes independent learning;

** sets standards for life and children become accustomed to working at home, preparing them for secondary school and future employment;

** encourages children to share their learning with parents and carers;

** encourages parents and carers to become involved with their children's learning.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school. We recognise that all children need leisure time and hope that our policy reflects a balance, so children can extend and consolidate their learning with parental support while still allowing 'down time' and opportunities to take part on other activities, e.g. sports, music, dance and art.

Government's recommended time allocation

Government guidelines on homework give a broad indication of the type of activities and how much time pupils of different ages might reasonably be expected to spend on homework. However, the guidelines emphasise that it is more important that homework helps your child to learn than whether it takes a certain amount of time.

Foundation Stage	30 minutes per week		Sharing story books and simple numeracy activities
Years 1 and 2	1 hour per week hour per week	1	Reading, spellings, other literacy and numeracy work
Years 3 and 4	Reading, spellings, other 1.5 hours per week at least 60 minutes		Homework activities Reading, spellings, other literacy and numeracy work
Years 5 and 6	2.5 hours per week		Homework activities Reading, spellings, other literacy and numeracy work

Reading

Children are expected to read regularly at home. This should happen several times a week. It is important that reading takes the following forms at all ages:

- reading to children
- children reading aloud to an adult
- children being given the opportunity to talk about what they are reading by being asked questions about their book.

Maths skills

You should be regularly encouraging your child to use basic number fluency skills. In Foundation Stage you should be encouraging your child to count at regular opportunities and in real life contexts. From Year 1 onwards children should also be encouraged to count in 2s, 5s and 10s, as this lays the foundations for their times tables. As they go up the school children should be practicing their times tables several times a week. By the end of the following stages, children should be able to recall and use multiplication and division facts for the following numbers:

year 2: 2s, 5s and 10s

year 3: as above and 3s, 4s and 8s

year 4: all multiplication and division facts up to 12×12

In KS2 times tables are tested regularly.

Children in KS2 bring home weekly maths homework which is skills based. In KS1 the Maths homework is brought home every other week.

English/Spellings

Children take home ten different spellings every week that they must learn to spell. As well as being able to spell each of the ten words it is vital that the children understand the meaning of the word in order for them to be able to make use of it in their own writing. These spellings will be tested each week. Lower down the school, and as part of some intervention groups in KS2, children will be given lists of high frequency words (HFW) to learn. These are words which they need to know as they appear frequently and often do not fit standard spelling rules or phonetic patterns. Spellings and HFW should be practised regularly and for short, snappy periods of time throughout the week.

Throughout the school, homework is rewarded using in class rewards.

These homework activities provide a very important opportunity for children to talk about what they are learning to an interested adult and to practise key skills in a supportive environment. Sometimes, teachers may also give opportunities for children to do creative projects over holiday periods.

Work at home does not always mean formal exercises carried out by children without the help from adults. It is about involvement of parents and carers in joint activities, which is most valuable in promoting children's learning. However, in KS2 pupils will gradually need to become more independent in their learning ready for secondary school.

In KS2 children bring home weekly English homework that is skills based. In the first half of the Autumn term this work is based on the writing 'must haves' for each year group. These can be found on the school website. In KS1 the English homework is brought home every other week.

Family homework Project

There are opportunities throughout the year for families to enter our family homework projects. Each year group is given an enquiry based question to base their project on. The question links to a topic area that year groups are working on. The winning entries for each year group win a £5 book token. All the entries are then displayed in the school for parents/carers to see.

Ten things the Government says that parents/carers can do to help your child learn outside (and at) school:

1. Give your child confidence through lots of praise and encouragement. As a parent, you have tremendous power to strengthen your child's confidence – and confidence is vital to learning. Specific praise focusing on a particular aspect of their work ("I like the way you have...") is more effective than bland, blanket praise. Some people argue that to really do well, children – perhaps all of us – need ten-times as much praise as criticism!
2. Read to, and with, your child as much as possible. As part of a previous National Year of Reading the Government encouraged parents and carers to read to children, hear them read, or encourage them to read to themselves, for at least 20 minutes a day.
3. Encourage children to observe and talk about their surroundings. Even young children can be helped to read notices and signs, for example, and understand what they mean.
4. Make use of your local library. Look out for special events and services for children.
5. Visit museums and places you think your child might find interesting. Children now have free admission to major national museums and art galleries.
6. If your children like watching television, watch it with them sometimes and encourage them to talk about what they have seen. They will get more out of the experience.
7. Try to set time aside to do "homework" activities with young children. Schools won't mind if other members of the family join in too!
8. Wherever possible, try to provide a quiet place for children to do homework (or help them to get to other places where homework can be done).
9. Encourage your child to discuss homework with you, including feedback from teachers. Practise helping without taking over!
10. Try to help your child to see the enjoyable aspects of homework!

The class teacher will use his/her professional judgement to determine what is appropriate for learning at home and this could vary according to the child, class group and teaching methods.

For children in Foundation Stage, work at home should very largely consist of regular reading with parents and carers and looking at books together. Reading practice and listening to others read then continues to be essential through primary school.

Strategies in support of home/school partnership

- Induction days/home visits
- Parents/Teacher meetings
- Open Days
- Workshops
- Newsletters
- Curriculum information
- Written reports to parents at the end of each academic year
- PATCH
- Parent Governors
- School Website
- Family Support worker

Termly curriculum outlines can be found on the school website:

<https://www.st-marysfields.leicester.sch.uk/curriculum>