

Homework Policy

Glebelands Primary School



Reviewed and revised Summer 2021
Next Review Summer 2024

Introduction

At Glebelands Primary School we hope to ensure that every child achieves as much as they can, regardless of starting point, gender and background. We therefore hope to support the children as they develop by providing activities for them to do in their own time, at home. It is vital that parents are involved in their children's learning in order to cement our partnership. We believe that the time spent on homework should still allow the child time to develop socially and in their own chosen ways, through clubs and societies and family activities. Children spend a mere 16% of their time at school, and allowing for the fact that they spend up to 50% of time asleep, there should be enough time left for them to divide between support for learning at school, development of hobbies, interests play and family time just to relax.

Aims

- To promote a love of learning with school work as the stimulus for wider enquiry
- To develop an effective partnership between home and school that supports children's learning
- To exploit all available resources for learning

- To encourage pupils, as they get older, to develop the confidence and self discipline needed to study on their own, preparing them for the requirements of secondary school and ultimately for life-long learning
- To help children to recognise, develop and use their own strengths to deepen learning
- To reinforce that ‘practise’ makes perfect

Purposes

- To consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- To extend school learning
- To practise and refine skills

Amount and Duration of Homework

Government guidelines were withdrawn some time ago. It is therefore up to each school and family to decide on a reasonable amount of time for homework. We ask that every family contributes to our reading culture and supports development of fluency in maths as a minimum. This means sharing books with younger children each day until they can read to you, then listening to reading, asking questions and discussing texts as the children get older and read with greater independence as well as spending a little time on maths programs.

At the start of each topic the children receive ‘the knowledge’ for their year group to explain the focus of studies for the unit of study. Children are encouraged to explore the topics for themselves to support learning in school. The more inquisitive and questioning your child is, the more they are likely to achieve. Research has proven that homework makes only a small contribution to outcomes but has a much bigger impact on attitudes to learning when families become involved in the process and invest in the home school partnership.

Throughout their time in school children will have basic skills that they need to practise. These will very much depend on age and stage of learning. The saying ‘practise makes perfect’ really does work in school. We appreciate any additional help for children and try to provide parents with guidance at the appropriate point. If your child falls below expectation they may need to do more, a little and often is generally the best policy.

Teachers provide information to parents on a 1:1 basis at Assertive Mentoring meetings and on request. Occasionally parents are invited to larger events. These can only be held if supported by a minimum number of parents; usually 25 - more where external providers have to be sourced. Occasionally meetings will be held for parents of specific year groups e.g. in order to support children most effectively with revision.

At Glebelands as a minimum we expect:

Year Groups	Task
Foundation Stage and Year 1	Daily: Sharing a book - at least 10 minutes At least weekly: Numbots - minimum 15 minutes Phonics practice
Years 2 and 3	Daily: Read a book - at least 15 minutes Weekly: Numbots / TT Rockstars - minimum 20 minutes Phonics and Spelling Practice as appropriate

Years 4 and 5	Daily - Reading - at least 20 minutes Weekly - TT Rockstars at least 25 minutes Prepare for screening (Year 4) Spelling Practice
Year 6	Daily - Reading - at least 20 minutes Weekly - TT Rockstars at least 30 minutes Spelling Practice Revision Tasks: (largely Spring/Early Summer Term to allow time to teach Y6 Curriculum)

The child who meets the minimum guidelines and reads for 10 minutes every school day will read for 1900 minutes in a school year (just over 31.5 hours). This will make a difference.

The child who reads for longer and with enjoyment will progress further, will develop a more extensive vocabulary, will have more ideas for writing and will be able to access more information across the curriculum and therefore will have a greater knowledge base.

Pupils with Special Educational Needs

Children with special educational needs will receive homework in the same way as their peers. Teachers will try to ensure that the task has been adapted for them where appropriate, in many cases homework is open ended and therefore accessible to all. In addition they may have specific targets in areas of learning that with regular practise; barriers to learning can be overcome. Class teachers will advise parents how they can help on an individual basis.

More Able / Talented Pupils

Children who are more able or talented in a particular area will receive homework in the same way as their peers. Teachers will try to ensure that the task has been adapted for them. Tasks may be left more open ended so that they can be developed by the child's own research. In addition they may have specific targets within their assertive mentoring files to help them to develop their skills even further. Children who are talented may need the support of sports clubs / music and art societies beyond school. Class teachers will advise parents how they can help on an individual basis.

The Role of the Teacher

Class teachers will set homework in accordance with the agreed policy. They will ensure that, where appropriate work is marked in accordance with the school policy. (In some cases children will be asked to prepare something for their own use within a lesson, in which case, the end product will be marked.)

The Role of the Parent

Parents are asked to ensure that their child is encouraged to complete homework set and to see that a quiet calm space is provided. Parents should encourage and support their child to complete work independently, offering assistance and understanding where needed.

Learning together, finding out together, playing cards, darts, board games, cooking, making models, and talking about shared interests, bed-time stories etc. etc. all offer children opportunities to practise and develop skills and support learning in a great variety of ways.

Opportunities to Study in Places other than the Home

Most teachers offer children a space to work in school if homework is not completed. This does largely defeat the purpose as it does not promote good independent learning behaviour and personal organisation. If completed in school, homework appears to be a punishment to the child as playtimes have to be missed. From time to time homework sessions are offered to help a group of children over a particular problem that they have encountered at home.

Monitoring and Review

This policy will be monitored by the Headteacher with class teachers and will be reviewed within the cycle of review established with the Local Board.