



John Wycliffe Primary School

Policy:	HOMEWORK POLICY
Date Agreed:	Spring 2018
Term/Year to be reviewed:	When required
Reviewed by	Leadership & management

Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Rationale for homework

We see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

We acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future;
- to enable parents to be actively involved in their child's learning

Types of homework

We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to share with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask parents to support their children with learning to read and spell key words and to remember number facts. Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys

were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and the Internet.

In Key Stage 2 we continue to give children the sort of homework activities outlined above but we expect them to do more tasks independently. We set English and Maths homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home. We also set homework as a means of helping the children to consolidate their learning as well as to ensure that prior learning has been understood.

Sometimes we set a homework project on a theme e.g. Space. The school suggests a variety of ideas for work that can be done but leaves this open-ended to enable the child to work independently and be investigative. Some children have create working models of ideas linked to a topic, others like to research using the internet and some create posters.

Amount of homework

Although the government doesn't prescribe the specific amount of homework expected for each year group, at John Wycliffe Primary School, the focus is upon the quality of homework and the sharing opportunities that arise from doing open homework with parental support.

Equal Opportunities

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

The role of parents

Parents have a vital role to play in their child's education, and homework can be an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and 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 problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher.

Monitoring and review

It is the responsibility of the Leadership & Management Team to agree and then monitor the school homework policy. Parents are asked to complete a questionnaire each year which contains questions about homework. Our governing body pays careful consideration to any concern that is raised at that time and ensures that steps are taken to remedy any problems.

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