



HOMework POLICY AND PROCEDURES

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HOMEWORK POLICY

At Mayespark Primary School we expect all children to work hard during the school day. Children's time outside of school should, justifiably, be for relaxation, time spent with families and activities appropriate to their age and development. Nevertheless, in support of their class work we do ask children, with their parents'/carers' support, to carry out some tasks at home.

The purpose of homework at Mayespark Primary:

- To consolidate and reinforce skills and understanding particularly in English and mathematics.
- To develop an effective partnership between the school, parents and carers.
- To strengthen the process of learning in school and give parents a 'window' into their children's school work.
- To extend learning and provide parents and pupils with an opportunity to work together.
- To encourage pupils as they get older to develop the self-discipline needed to study on their own.
- To support understanding, giving children an opportunity to do some pre-learning (e.g. through research of a foundation subject, topic or theme)

Children are issued with a 'Homework Book' in which all written homework is completed. This enables teachers and parents to see the progress of their child across the year and children can refer back to previous homework where necessary. This 'Homework Book' should be kept in good order and should be returned to school with completed homework each week. Lost or mislaid books are NOT an excuse for homework not being completed. Parents should not complete work in the homework book; if pupils are unable to do the homework despite some initial support from an adult, teachers need to be aware of this.

The majority of children will access homework through Google Classroom. Login details are available via the school office. Children have been shown how to access this in class.

Marking

Teachers will not 'mark' the homework, but it will always be checked and acknowledged. This is because homework is with preparation or consolidation of class work and teachers' time needs to be spent adjusting planning and tasks in relation to children's understanding rather than writing in books. This reflects the Assessment Policy for children's work.

On the next page you will find guidance on the type and amount of homework that is appropriate for pupils of different ages.

The type and amount of homework which is appropriate for pupils of different ages:

Year Group	Time Spent	Activity
Nursery	At least once a day the child should be read to in any language.	
Reception & Year 1 (Autumn term)	45 mins/week e.g. 5 x 5 mins reading	Reading Tricky words to practise and sight read. (No worksheets)
Year 1 (Spring and Summer term) & Year 2	1.25/week e.g. 5 x 10 mins reading 15 mins spelling/phonics 10 mins maths activity	Reading, spellings/phonics Numeracy activities including games
Years 3 & 4	1.5 hours/week e.g. 5 x 15 mins reading 10 mins spelling 15 mins maths 15 mins literacy + foundation subjects once per half term	Reading, spelling, literacy, numeracy 1 piece of homework per half term over the holiday of History, RE, Geography, Science, Art or Design & Technology
Years 5 & 6	2.5 hours/week e.g. 5 x 15 mins reading 15 mins spelling 15 mins x tables 15 mins literacy 15 mins numeracy + foundation as in Yr 3/4	Reading, spelling, literacy, numeracy, Foundation subjects as above.

How homework will be planned:

Mathematics

Maths homework will reinforce work carried out during the week and is planned for by teachers. It is differentiated and is consistent throughout the year group. **A worked model will always be provided to show the child and parent how to approach the homework.** For older children 2 or 3 mastery questions are good practise for children to apply their learning. Further maths homework can be accessed through a variety of named websites (as listed on the school website).

English

English homework also reinforces work carried out during the week and will be planned for by teachers. Spellings are differentiated and consistent throughout year group. Spelling tests will be given to see if children have retained spellings that they have previously learned.

Reading

All pupils must practise reading widely. Reading mileage is as important as learning reading skills. Children who are not fluent should read aloud to an adult at home. Children also benefit from being read to or sharing a book with an adult or skilled reader. Those who can read fluently should be discussing their reading to enhance comprehension and understanding with a parent/carer. Reading homework may have a focus determined by the English work for the week, for example a similar focus to that of whole class reading. Children take home a Reading Record book, recording what they have read and for parents/carers to comment if necessary. Parents should be encouraged to read to their children throughout primary school.

Foundation Subjects

The year group will decide at the start of the year which foundation subjects will be covered in each of the six half terms. The homework may be research from books or the internet for example, on a given subject, or may be a creative, designing, or making activity particularly suitable over a school holiday.

Homework should not always be writing or worksheets.

Special Educational Needs:

Depending on the stage of the Code of Practice that a child is on, homework might take the form of a game or may relate specifically to an aspect of the child's I.E.P. Homework should always relate to the child's experiences in school however, and should not be set in isolation. Consideration should be given by the class teacher as to whether the amount of time spent on homework may differ to that of the rest of the year group.

How homework will be co-ordinated so that demands on pupils are balanced and manageable:

The teachers in each year group are responsible for ensuring that the demands of homework are manageable for pupils, parents/carers, and teachers.

Homework should have a regular pattern each week. Throughout the school homework should be given on Friday and returned by the following Friday. Parents should be informed and reminded of this pattern each term in the year group's newsletter.

Guidance for staff on implementing the Homework Policy:

Do's:

- Do** make sure you read all written forms of homework.
- Do** give lots of praise, stickers, certificates etc to children who complete homework
- Do** expect and encourage all children to carry out activities
- Do** ask children why a task has not been completed
- Do** ask parents to support their child's learning by encouraging their child to carry out homework tasks if activities are repeatedly not attempted

There cannot be any consequence for children who do not complete homework. Children who regularly do not complete homework should be considered for a place in 'homework club'.

The role of parents and carers in supporting pupils:

Just as it is the responsibility of teachers to set homework, it is the responsibility of parents to ensure that homework is completed, (see Mayespark Primary's Home School Agreement).

Parents should make it clear to pupils that they value homework and give them praise for completing it.

If some children are not completing homework, it is the teacher's responsibility to draw this to the attention of parents or carers as soon as possible or at Parents' Evenings.

Record keeping and monitoring:

In accordance with this policy, subject leaders and SLT will monitor samples of homework being set.

Reading records should be checked regularly. There is an expectation that parents or carers will sign the reading record, not just the child/sibling.