

Moor Green Primary School Homework Policy

This policy outlines the school's approach to homework and the expectations upon pupils, parents and carers and the school. It should be read in conjunction with the school's Learning policy.

Purpose:

- To develop an effective partnership between the school and parents in pursuing our aims.
- To consolidate and reinforce children's skills and understanding.
- To enable children to take a degree of responsibility for their learning and to develop independent learning skills, confidence and self-discipline.
- To extend the learning opportunities provided by the school through further research and response to challenge.
- To prepare children for the demands and requirements of learning in a secondary school setting.

The school's expectations of pupils and parents and carers:

- To create time for homework tasks to be discussed in a supportive and relaxed atmosphere.
- To ensure that homework is completed and to be supportive of specific requirements stated by the school; these include meeting agreed deadlines as children move through the school.

Pupil and parents and carers should expect the school:

- To adjust the demands of homework in accordance with the child's age.
- To value homework as evidence of a child's individual commitment to their learning.
- To provide homework on a regular basis and adhere to agreed deadlines.
- To make tasks practical wherever possible and link these to an overall theme which is being taught in class.
- To praise and reward children for completing homework.
- To provide further support for children where additional help has been requested for the completion of a task.

The school does not expect children to be left alone to complete homework tasks that they do not understand.

Appendices:

Overleaf are the standard guidelines for the type of homework tasks that must be set each week in each phase. It is our expectation that the demands of homework increase progressively as children move through the school.

There is also guidance for supporting parents and carers who wish to have closer involvement in their child's homework.

The school's homework week runs from Friday (when homework is provided) through to the following Thursday (the final deadline for completion and handing in).

Appendix 1 relates to the amount and type of homework set in each phase.

Appendix 2 provides ideas which allow for effective homework to take place.

Appendix 1: Expectations related to specific phases

A) Phase 1

Reception:

Autumn/early Spring – learning key words; phonic work; reading at home.

Late Spring/Summer – learning key words; Literacy/Maths or Science activity; reading at home.

Year 1:

Spellings or phonic/word building work (dependent upon ability); Maths task; reading at home.

B) Phase 2

Year 2:

Spelling; reading at home; a practical maths activity.

Year 3:

Spelling; reading at home; a practical maths activity; mental arithmetic.

Year 4:

Spelling; reading at home; a practical maths activity; mental arithmetic.

C) Phase 3

Year 5:

Spelling; reading at home; a practical maths activity; mental arithmetic; an activity linked to the theme being studied in class.

Year 6:

Spelling; reading at home; a practical maths activity; mental arithmetic; an activity linked to the theme being studied in class.

Appendix 2: Helpful hints for supporting children

General:

- Written homework should be carried out in a place which allows the child to concentrate on the specific task.
- Homework can take place in settings outside school (e.g. visits; a shopping trip; a car journey).
- Games can be used to capture the child's interest and can have as much value as a written activity.
- Homework is most effective where there is an adult present to support, encourage and praise.

Specific:

- Spelling – the 'Look, cover, write, check' strategy is a very useful one that the child can use independently and enables them to gauge their own progress quickly.
- Reading – it is of great benefit if the child is able to discuss the book they are reading with an adult. It allows them to express opinions and to develop their ability to compose a verbal explanation - these are skills that are of benefit across the wider curriculum.
- Mental Arithmetic – the above strategy for spelling can be useful whilst learning number facts as can the application of numbers in practical contexts (e.g. calculating simple bills etc).