

WEST PARK PRIMARY SCHOOL



Aims:

- To support and extend pupils' learning
- To help pupils develop the skills of an independent learner
- To promote a partnership between home and school in supporting each child's learning and progress
- To consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons
- To help children to develop good work habits for the future

What is homework?

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from school. Homework encompasses a whole variety of activities instigated by teachers, children and parents to support children's learning.

The role of the school

School will:

- Provide a range of homework tasks to consolidate learning in class, including online homework (MyMaths and Bug Club)
- Ensure that children have a clear understanding of the tasks involved and a common understanding of the high expectation held of them individually according to their ability
- Communicate with parents, including through the termly class newsletter, projects and topics to be studied.

Pupils are expected to:

- Make full use of the opportunities with which they are presented
- Tackle home tasks promptly with a positive attitude
- Take pride in presentation and content, acknowledging the high personal standard expected
- Take responsibility for handing in the completed task on the agreed day.

Parents are expected to:

- Try to provide suitable quiet surroundings in which homework tasks can be carried out
- Encourage children to persevere with a task and give the necessary support
- Give due importance to vital non-written tasks such as hearing reading, discussions and assistance with the learning of tables and spellings
- Keep the staff informed of any changes in the child's circumstances, which may affect their learning
- Let staff know if a child is unable to access on-line homework e.g. at an open evening.

Types of homework

We set a variety of homework activities. In the Foundation Stage and Key Stage One we encourage children to read by giving them books, phonics sounds and high frequency words to take home to share

with parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We may also ask Key Stage One children to learn spellings or mathematical tables as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying at school. For example, when studying a topic on toys we might ask children to find out what toys were popular when their grandparents were children and if possible to bring examples into school. Sometimes we ask children to collect things which we can use in science lessons and occasionally we ask children to take home work which they have started in school when we believe they would benefit from spending further time on it.

At Key Stage Two we continue to give pupils the type of homework activities outlined above but we expect them to do more tasks independently. We set aspects of English and maths homework as appropriate and we expect pupils to consolidate and reinforce learning done in school through practice at home. We also set homework as a means of helping children prepare for SATS examinations in year 6 as well as to check that prior learning has been understood.

Amount of homework

We increase the amount of homework that we give children as they move through the school. The average amount of time spent on homework daily, including non-written tasks such as reading, learning tables, practicing to tell the time etc. is as follows (*as a general guide*):

Foundation and Key Stage One: 10 minutes

Years 3 and 4: 15 – 20 minutes

Years 5 and 6: 20-30 minutes

Educational Inclusion

We set homework for all pupils as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child.

We operate a fully inclusive ethos in school. No child will be omitted from an activity or lesson on the ground of gender, race, disability or special needs unless it is for reasons of the safety of themselves or others. If risk cannot be eliminated then parents will be informed and the best way forward can be discussed.

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