



Long Lawford Primary School

Love, Learn, Persevere and Succeed

Homework Policy

Agreed by Performance and Standards Committee:
Reviewed by Performance and Standards committee February 15th 2017
Reviewed by FGB 11th July 2019

Rationale

At Long Lawford Primary School we believe that homework provides opportunities for parents and children to work together whilst consolidating, reinforcing and extending key skills and understanding. Homework helps all children to love learning, persevere and succeed.

Homework allows parents to gain an understanding of what children are learning in school and assists children to progress towards becoming more independent learners.

We also recognise that schools whose pupils do homework tend to be more successful (evidence from Education Endowment Foundation research).

Aims

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.

What is homework?

Homework refers to any task which pupils are asked to do, by their teachers, outside lesson time.

The purpose of homework is to:

- Inspire and motivate children to be lifelong learners.
- Engage parents and carers in their child's learning and to develop an effective partnership between the school and parents.
- Consolidate and reinforce key skills and understanding including improving attitudes to learning.
- Exploit resources for learning of all kinds at home and elsewhere.
- Extend school learning e.g. through additional reading and practice of key skills.
- Encourage pupils, as they get older, to develop the confidence and self-discipline needed to study with increasing independence, and prepare them for the study skills needed in the next phase of their education.
- Share with parents and carers on a week by week basis, what children have been learning in school.
- Consolidate key skills and knowledge (e.g. reading, spelling/phonics, number bonds and multiplication tables).

How much time should be spent on homework?

Homework is set each week. The policy has been designed to allow flexibility. It considers family situations and other musical, sporting, artistic and club activities in which children are involved.

However, of much more importance is the quality of homework. We believe that parents and carers play a vital role in encouraging their child to give of their best when undertaking homework tasks.

Parents and carers are notified at the beginning of each half term regarding their project (to be carried out over the half term), which is given out alongside weekly homework tasks focusing on reading, learning spellings and learning times tables. Parents are notified of homework via weekly homework letters and half termly class letters. These tasks are also uploaded onto the school's app each week.

A note about reading

As a school we believe that reading is the key to all successful learning. We expect all parents and carers to spend time reading to and with their children in addition to the time spent on homework. For younger children, it is ideal to read with them every day, discussing pictures and trying to sound out unfamiliar words by using their phonic skills. For older children, it is ideal for them to read at least 3 times each week.

What to expect

- Pupils are expected to complete their homework.
- In Foundation Stage homework is set weekly in line with learning in school that week.
- Pupils will return their *project homework* on the day specified by class.
- Homework is planned as part of the overall planning for the class (project-based homework as well as English and Maths topics)
- Extra homework may be given at the discretion of the teacher, but is not expected to be marked by the teacher.
- Homework must not be dependent upon the use of a home computer and will not be set as a computing project.
- Homework will be set weekly and will focus on reading, spellings and times tables.
- Homework will be uploaded onto the school's app for parents to view each week.
- Effort with homework will be rewarded through our school rewards system.

Homework activities

Foundation:

- Learning key words for reading and phonics
- Reading at home with parents/adult support
- Cursive handwriting
- Bringing in items for topic work

Year 1-6:

- Reading at home with parent/adult support
- Bringing in items for topic work
- Learning number bonds/times tables facts
- Learning key words for reading and phonics/spelling of common exception words
- Project-based homework (set half termly and handed in during the last week of half term. These projects may also form part of sharing assemblies).

Project-based Homework

A project could be linked to any other curriculum area, such as Science, Geography, History and so on. It could take many forms e.g. preparing a talk, completing a piece of research, conducting an interview or making something. The nature of this work may be more open ended than in other areas. At times this homework may be a creative project.

Parents and carers as partners

Parents and carers are partners with school in the child's learning experiences. Parents and carers are encouraged to let the child's teacher know if homework has not been completed for any reason, or if homework is too difficult or too easy. The best way to do this is to talk to the class teacher.

Parents and carers are encouraged to take an interest in their children's homework and learning in general, to discuss it with them and to give them help when necessary, but not to do it for them.

Parents and carers will be invited to workshops e.g. on practical maths and literacy activities to give them a clearer understanding of how they can support the learning done at school.

Children are encouraged to use a homework bag to protect their homework.

Children without computers at home may have the opportunity to use school computers after school or at lunchtime, at the discretion of the class teacher.

Home-learning should be meaningful and worthwhile. Children should be encouraged to reflect on the benefits of sustained learning. Parents and carers should praise children for good effort. Parents and carers are encouraged to let the teacher know if their child has tried particularly hard on a piece of homework. However, we also recognise that homework need not be supported by parents and carers only. It can appropriately be supported by an older sibling or grandparent.

It is not the teacher's responsibility to provide homework for children who are taken out of school to go on holiday during term time. Neither is it their responsibility to provide activities for private tutors.

Monitoring the effectiveness of the policy

Homework will be monitored by class teachers and Key Stage Leaders (Deputy Headteachers). School Council will feed into the next update. Staff and parent/carer input fed into this review via LLPS Parents Forum and LLPS Professional Development Meetings (for staff). Staff, parent/carer and pupil feedback will be sought at regular intervals and for the next review. The Governing body via the Performance and Standards Committee will review the policy and practice of homework regularly.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents. Homework will be differentiated to support a child's needs and is the responsibility of the class teacher to do so.

Equal Opportunities

All pupils in the school, regardless of ethnicity, religion, gender or special needs, are ensured an entitlement to a broad, rich and balanced curriculum.

Inclusion

We aim to meet the needs of individual pupils in school, whether the pupils are designated as having special educational needs or are academically more able. All pupils are entitled to access homework at a level appropriate to their individual needs. Academically more able pupils need to be challenged, where appropriate, with open ended tasks which provide opportunities to tackle more complex homework. Homework will be differentiated to support a child's needs and is the responsibility of the class teacher to do so.