

# TANKERSLEY C of E (A) PRIMARY SCHOOL

## HOMEWORK POLICY



***“Guide me in your truth and teach me, for you are God my saviour  
and my hope is in you all day long.”***

We aim high and have self-belief  
We have community spirit  
We are enterprising  
We have enquiring minds  
We are respectful

Updated September 2022  
Next review September 2023

At Tankersley St Peter's CE (A) Primary School we define the term *homework* widely to mean any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. Children perform best when home and school work together and homework is an opportunity for parents to become active partners in supporting learning.

Homework can cover a very wide range of activities, depending on the age of the child but throughout the primary years a consistent emphasis will be put on reading for pleasure as part of homework.

Homework plays a positive role in raising a child's level of attainment. However, we also 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 activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

## **Aims of Homework**

Through homework we aim to:

- Develop an effective partnership between school and parents
- Support learning in the classroom and to raise standards of achievement
- To help pupils develop the skills of an independent learning and prepare Year 6 pupils for secondary transfer
- To encourage children to view learning as a process which can take place at any time and not just in a school setting
- Extend and support the learning experience via reinforcement and revision

## **Time Allocation for Homework**

The time set for homework is less important than the quality of the tasks set and the way in which they support learning in the classroom.

However, in our homework policy we set out a framework, which follows the government's Homework Guidelines and recommends certain periods of time to be spent on homework at different stages. This helps to create an expectation and a discipline for regular, independent learning.

### **Year 1**

- Daily reading practice
- Weekly phonics task
- Weekly spellings

### **Year 2**

- Daily reading practice

- Weekly RWI spellings
- Weekly reading comprehension
- Weekly multiplication tables
- Fortnightly Mathematical activities accessed on My Maths – online learning.

### **Year 3**

- Daily reading practice
- Weekly RWI spellings
- Fortnightly reading comprehension
- Weekly multiplication tables
- Mathematical activities accessed on My Maths – online learning.

### **Year 4**

- Daily reading practice
- Weekly RWI spellings
- Fortnightly reading comprehension
- Weekly multiplication tables
- Mathematical activities accessed on My Maths – online learning.

### **Year 5**

- Daily reading practice
- Weekly RWI spellings
- Fortnightly reading comprehension
- Weekly multiplication tables
- Mathematical activities accessed on My Maths – online learning.

### **Year 6**

- Daily reading practice
- Weekly RWI spellings
- Fortnightly reading comprehension
- Weekly multiplication tables
- Mathematical activities accessed on My Maths – online learning.
- English/Maths consolidation activities

### **Homework in EYFS**

Homework in EYFS is not compulsory. However, the love of learning should again be fostered. Where a child is eager and motivated to do extra work at home this will take the form of:

- Reading books sent home weekly for parents to share with their child.
- Word and phonic work sent home to support what is being taught in class.
- Optional open ended homework tasks to support the curriculum

## **Inclusion**

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, and we endeavour to adapt any task set so that all children can contribute in a positive way. We value and celebrate the cultural diversity of our pupils and their families and we appreciate the enrichment that this brings.

Some children may benefit from separate tasks set to meet their specific need. But, it is important that they do as much in common with other children as possible. The purpose of homework applies equally to Special Educational Needs pupils. Homework should not be seen as a means of attempting to get these pupils to catch up with the rest of the class.

## **The Role of Parents**

Parents have a vital role to play in their child's education, and homework is 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 and when they feel it to be necessary and to 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 and by discuss the work that their child is doing.

If parents have any questions about homework, they should, in the first instance, contact the child's class teacher.

Class teachers write newsletters which advise parents what homework will be set during the week.

## **Use of Computing**

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many homework sites for pupil's to use – e.g. TT Rock Stars, My Maths, Topmarks, Topic Box – links are available on the school website. These will be updated regularly.

## **Feedback**

Where homework is done with other adults, children will often receive immediate feedback. In the case of independent work it is important that they receive feedback as quickly as possible. This may be through class work, tests (spellings, for example) or through individual comments. Providing individual feedback is time consuming and this needs to be borne in mind when setting homework.

Where parents have carried out activities with their children feedback from them is also useful for teachers.

The reading record diaries provide opportunity for a two way dialogue to be created, where both parents and teachers can comment on the child's progress. If parents hear their child read three or more times a week, their child is entered into a weekly prize draw which aims to encourage reading at home.

### **Monitoring and review**

The class teacher is responsible for monitoring the homework to ensure and that all children are producing well-presented homework on a weekly basis.

The SLT team are responsible for developing policies and practices for homework provision in school.

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