

## **PARK SCHOOL – HOMEWORK POLICY**

### **1 INTRODUCTION**

- 1.1 Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

### **2 RATIONALE FOR HOMEWORK**

- 2.1 Homework is a very important part of a child's education and can add much to a child's development. We see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. 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 wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

### **3 AIMS AND OBJECTIVES**

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
  - to help pupils develop the skills of an independent learner;
  - to promote a partnership between home and school in supporting each child's learning;
  - to enable all aspects of the curriculum to be covered in sufficient depth;
  - to provide educational experiences not possible in school;
  - to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
  - to help children develop good work habits for the future.
  - to have time to develop good research and study skills.

### **4 TYPES OF HOMEWORK**

- 4.1 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings, multiplication tables or talk about a topic at home prior to studying it in school. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and the internet. Children may occasionally be asked to construct things at home in preparation for a project.
- 4.2 In Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.1, but we expect them to do more tasks independently. We set English and maths homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practise at home. We also set homework to ensure the children understand prior learning.

## **5 AMOUNT OF HOMEWORK**

- 5.1 A homework timetable overview set for each year group is attached as Appendix 1 to this policy.

## **6 READING RECORD**

- 6.1 Each child from Reception to Year 5 has a Reading Record. This records the books that are read by the child and provides information regarding the pupil's targets and progress in his/her reading. Class teachers and Teaching Assistants indicate in the Reading Record when they have heard the pupil read. Parents are asked to sign the Reading Record each time that they participate in a reading activity with their child at home. All parents are asked to ensure that they have signed the Reading Record a minimum of once a week. Online Reading facilities were also monitored to support reading during COVID restrictions.

## **7 PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

- 7.1 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. If a child has Special Educational Needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of Special Educational Needs, we refer to the child's individual target sheets or their Education, Health and Care Plans (EHCs) if registered with the Local Authority.

## **8 THE ROLE OF PARENTS**

- 8.1 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 they feel necessary and 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, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- 8.2 We ask parents to check the Reading Record and to sign it as requested (see paragraph 6.1 above).
- 8.3 If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher by speaking to duty staff or by emailing the year group teacher email account. If their questions are of a more general nature, they should contact the Headteacher.

## **9 MONITORING AND REVIEW**

- 9.1 It is the responsibility of the Senior Leadership Team and Headteacher to agree and then monitor the school homework policy.

## 10 APPENDIX 1 – HOMEWORK MASTER TIMETABLE

10.1 An appropriate amount of homework is given to children according to their age:-

- Reception pupils have a reading book every evening and sometimes language, phonic or number work to be completed at the weekend. It is not compulsory.
- Year 1 - homework starts to be compulsory. Pupils are asked to complete homework on 2 evenings a week (maximum time of 20 minutes per evening).
- Year 2 – building up to 3 evenings a week, maximum time 20 mins per evening.
- Year 3 – 4 evenings a week, maximum time 25 mins per evening.
- Year 4 – 4 evenings a week, maximum time 30 mins per evening.
- Year 5 – 4 evenings a week, maximum time of either 25 or 45 mins per evening.
- Year 6 – 4 evenings a week (Monday to Thursday), maximum time of either 25 or 45 mins per evening.

10.2 Important daily reading in addition to the above homework - it is essential that every child reads for at least 15 minutes per evening and that parents find the time as often as possible to be involved in this daily reading. Although parents have a more active part to play when pupils are younger, it is most beneficial for parents to remain involved in their children's reading throughout their time at Park. The subject of children's daily reading will be covered by the class teachers at the Curriculum Meeting at the start of the academic year. It is also explained in the Information for parents booklets for each year group.

10.3 The following is an example of how the homework for each year group may be organised:

	Monday	Tuesday	Wednesday	Thursday	Friday
Rec	Reading Language Phonics or Number Work				
Y1		Maths or Handwriting			Spellings
Y2		Maths		Maths	Spellings*
Y3	Spellings*	Maths	English	Maths	
Y4	Spellings*	English	Science or Humanities	Maths	
Y5	Maths and Spellings*	English	Maths	Humanities or Science and Reasoning	
Y6	Maths and Spellings*	English	Humanities or Science	Maths	

10.4 Normally homework is expected to be handed in the following day, unless specified otherwise by the teacher. It is accepted that some pupils may find it difficult to complete all of the homework on a given evening because of regular (or one-off) activities after school. In these cases, class teachers will communicate with parents and pupils in order to agree appropriate time extensions.

10.5 For all homework tasks, the starting assumption is that pupils spend the time on each homework that is specified above for their year group. Teachers make it clear if the time expectation for a certain task is different from the standard.

10.6 Where differentiated homework tasks are given to pupils, all pupils are, wherever possible, given the opportunity to try the more challenging tasks. Teachers make it clear however, to pupils and parents, that they are only expected to work for a specified amount of time, so if there is not time to tackle the more challenging tasks, that is fine. For the more able pupils, teachers make it clear (e.g. by putting a

line through them) that they should not spend time doing tasks that are insufficiently challenging, thereby allowing them to focus on work with the appropriate level of challenge.

- 10.7 **\*Spellings** – pupils are given words to learn for a test on a specified day around one week after the list of words is given to pupils. Pupils are also often expected to write out words and use Look, Cover, Write, Check or some other related activity – this work can be completed and handed in before the test to the teacher. Results of spelling tests are communicated to pupils and parents (teachers ensure that all parents know where to look for these results).

## **11 USE OF ONLINE LEARNING PLATFORMS**

- 11.1 The school uses online learning programmes including Mathletics and Century Tech. For pupils in Years 1–6, these platforms are not used as part of classroom teaching. Access to Mathletics and Century Tech is provided solely as an **optional extension** to learning that pupils may choose to use at home.
- 11.2 Teachers may set extension tasks where appropriate, and pupils will be informed about suitable activities they can complete independently on Mathletics or Century Tech. Parents and pupils are also shown how learning can be extended on Mathletics or Century once all set tasks have been completed.
- 11.3 Online tasks set through these platforms are optional and are not used as compulsory homework.