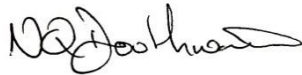




“I have come in order that you might have life – life in all its fullness.”
John 10:10

Homework Policy

Policy accepted by FGB on:	16/3/2016
Next review:	Spring 2019
Signed (Chair of Governors):	
Statutory policy: Yes/No	On school website: Yes/No

HOMework POLICY

1. The purposes of homework

- To develop an effective partnership between the school and parents and other carers in pursuing the aims of the school; this is also the purpose of the Home School Agreement.
- To develop the skills and ability to work independently.
- To reinforce skills and understanding developed at school, particularly in literacy and numeracy.
- To extend school learning, for example through additional reading.
- To encourage pupils as they get older to take responsibility for learning.
- To involve parents in their child's learning.
- To develop good habits of self-discipline.
- To raise levels of achievement.

2. What is homework?

Homework can be defined as “work or activities which pupils are asked to do outside lesson time” (DCSF, 1998). Research has shown that it can make an important contribution to a pupil's progress at school. Your child can significantly improve their level of achievement by completing each piece of homework. There are a wide variety of tasks that a child may be asked to do, for example:

- listening to stories, rhymes, poems;
- sharing fiction/non-fiction books;
- reading to an adult;
- learning their keywords/spellings with the support of an adult;
- research – finding out information;
- numeracy activities.

Developing a partnership with parents and carers and involving them actively in children's learning is the key purpose. Short activities of different kinds, such as simple games; learning spellings; number facts and, of course, reading together, provide a very important opportunity for young children to talk about what they are learning to an interested adult and to practice key skills in a supportive environment.

3. What should the children be doing?

- Bring their reading record (home-school diary) to school each day.
- Complete each piece of homework to the best of their ability; ask their parents to check and sign it.
- Always hand work in on time.
- ALWAYS ask if they are not sure.

4. What can parents do to help?

In Key Stage 1/Key Stage 2

By taking an interest and encouraging your child, you will support your child immediately.

- Monitor the quality of the homework which is produced by your child.

- Try to establish a homework routine with your child.
- Make sure there is a suitable, quiet place to work.
- Check on your child when homework is being completed to offer support and to make sure that time is being used efficiently.
- Talk through the tasks that have been set and check at the end to make sure they understand.
- Sign the piece of work to acknowledge that you have seen it.

In the Early Years Foundation Stage

- Talk with your child about letters numbers and the world around them.
- Share books, read your child a story, and let them tell you the story.
- If there are NO words in the book, make up a story together.
- Have FUN; help your child to enjoy books.

5. Homework allocation

In line with guidance from the DfE, the school recommends the following amounts of homework for each year group:

Years 1 and 2

1 hour per week: reading, spelling, other literacy and numeracy work.

Years 3 and 4

As for Years 1 and 2, with occasional assignments in other subjects.

The reading record book will also be used to attach keywords to be learnt. In Years 2 (where appropriate), 3 and 4, spellings to be learnt will be recorded in the back of the reading record.

In preparation for Middle School, Year 4 children will also record their numeracy homework in the back of their reading record book.

6. Where homework should be completed?

Each person will know how and where their children work well. In general, the best conditions are:

- in a warm room;
- somewhere quiet and undisturbed;
- away from distractions, e.g. the television;
- a well-lit area and on a flat surface.