

E P COLLIER PRIMARY SCHOOL

HOMEWORK POLICY

Homework refers to work or activities which children are asked to do outside school time, either on their own or with their parents or carers. Homework should not be a chore and should not get in the way of other activities that children may do after school. The homework that we expect to be carried out will not require any special teaching skills but will be an expansion of skills already taught in school.

Why do we want to set homework?

- It develops organisational skills (remembering to take it home and return on time)
- It develops resilience and encourages a “have a go” culture
- It allows the children to develop pride independent work
- It promotes and supports good behaviours for learning

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when setting homework there are a number of points to consider:

- The nature and type of homework changes throughout a pupil’s school career
- Homework should not cause undue stress on the pupil, family or the teacher
- It will not always come in the form of a written task
- Homework should be set regularly from the Foundation Stage to Year 6

Our aims

- To ensure that parents are clear about what their child is expected to do
- To ensure consistency of approach throughout the school
- To use homework as a tool to help to continue to raise standards of attainment
- To improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment
- To provide opportunities for parents, children and the school to work together in partnership in relation to children’s learning
- To encourage pupils and their parents to share and enjoy learning experiences
- To reinforce work covered in class by providing further opportunities for the individual pupil
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy
- To encourage children to develop the responsibility, confidence and self-discipline needed to study independently
- To prepare Year 6 pupils for the transfer to secondary school

Expectations

We expect every child will on a daily basis:

- Read and discuss a fiction or non-fiction book suitable for their age and ability
- Learn spellings or key words
- Learn and practise tables and number facts to support their learning in the classroom
- Organise their books and equipment to take to and from school

We expect every adult to support his or her child by:

- Taking the time to carry out the tasks, asking questions thereby promoting the vital speaking and listening elements of the National Curriculum 2014
- Showing an interest in and encouraging their child to carry out the tasks
- Praising effort and tasks well done
- Signing the reading diary every day for those children with reading diaries and sharing information, concerns or by asking questions
- Contacting the teacher if there are any specific problems relating to the tasks
- Challenging their children to ensure that presentation, spelling and punctuation are given due consideration in written work

We expect teachers will:

- Provide parents with an outline of the learning intended to be undertaken during the term, to include any key vocabulary/ number facts
- Provide children with the opportunities to change books regularly
- Mark and report results for spelling and times table tests to inform the child and parents/carers of achievement
- Keep a record of spelling and times table results to monitor progress

Homework in Foundation Stage

- In Nursery, we provide a copy of the core songs and rhymes that we learn at school, please recite these with your child so that they become familiar with them.
- Reading with an adult for 10-15 minutes a day. Remember to sign the reading diary.
- Practising key words or flash cards if provided
- Learning number names and shape names
- Show and tell - each child will be allocated a time to present their show and tell activity and we ask parents and carers to support them by providing artefacts or ideas for their child to talk about
- School toy diary; sometimes children will bring home a class toy for an evening or the weekend, please support your child by helping them to make a comment
- Sometimes the children will be asked to bring in an item for a number or letter display, please help your child to select something relevant

Homework in Key Stage One

- Reading with an adult every day for at least 15 minutes, we hope that adults will ask relevant questions to check understanding. Please record in the reading diary each day
- Practise spellings for weekly spelling tests which will take place on Friday
- Practise times table facts or number facts.
- Sometimes we will ask children to bring things in from home to support learning in school
- Occasionally your child may bring a school toy home, please help your child to record a comment in the diary
- We may set homework projects on occasion to support topic work

Homework in Key Stage Two

- Each year group will receive weekly spellings, or a spelling pattern, with a test on the same day each week
- The children will be expected to practise for their next Times Table Challenge
- Once independent readers, all KS2 children will be expected to participate in the Reading Challenge
- Reading should take place each day at home for at least 15 minutes and ideally 20 minutes.
- Where appropriate, Homework will be differentiated so that it matches the ability of each child.
- Children may be encouraged to complete a project at home based on the topics that they are learning about in class that term. These will be presented to the rest of the class at the end of the term and proudly displayed within KS2.

At EP Collier we are very keen for parents to support and help their children with homework. We believe that children are likely to benefit more from an activity if parents get involved (as long as they do not take over too much!) However, there are times when we will want to see what children can do independently. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

Equal Opportunities and inclusion (including pupils with special educational needs)

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 needs, we endeavor to adapt any task set so that all children can contribute in a positive way.