



HOMEWORK POLICY

Review date	Date approved by Governors	Date of next review
May 2018	June 2018	June 2021

Rationale

We believe that learning at home is an essential part of the good education to which all our children are entitled. We also believe that the homework commitment should not prevent children from enjoying other activities out of school hours, such as music and sport, and should encourage positive family relationships.

This policy should be taken and used as part of Langford Budville Church of England School's overall strategy and implemented within the context of our vision, instrument of government, aims and values as a Church of England school.

This policy should be read in conjunction with the Home-School Agreement.

Aims

Our policy aims to:

- ensure consistent practice across the school;
- plan a regular homework programme so that the expectations are clear to all teachers, children and parents;
- help pupils and parents or carers to be clear about what they need to do;
- ensure that parents and carers are treated as partners in their children's learning.

The purpose of homework

- To develop an effective partnership between the home and the school;
- to consolidate, reinforce and extend skills and understanding, particularly in literacy and numeracy;
- to encourage pupils as they get older, to develop the study skills they will increasingly need.

Type and amount of homework expected for each year group

Reception

- Parent/Carer and child sharing books together everyday for 10 minutes. This may be in the form of a reading book or word pot.
- In the Summer Term the Reception children may choose to take part in the whole class termly topic homework.

Year 1

- Parent/Carer and child reading together everyday for at least 15 minutes.
- Complete 3 activities from the spelling menu in order to practise their weekly spellings.
- Complete 3 activities from the 'Topic Homework Grid' per term.

Year 2

- Parent/Carer and child reading together everyday for at least 15 minutes
- Complete 3 activities from the spelling menu in order to practise their weekly spellings. (Autumn Term)
- 10 minute x 3 SATs Boosters for Reading, SPAG and Mathematics (Spring Term)
- Complete 3 activities from the 'Topic Homework Grid' per term

Year 3 and 4

- Parent/Carer and child reading together for at least 10 minutes a day
- Spellings to learn set from child's programme
- 'MyMaths' homework linked to classroom learning
- 'TTRockstars' online maths activities
- Complete 3 extended pieces from the 'Topic Homework Grid' per term

Year 5 and 6

- Reading with or without an adult for 20 minutes a day
- 'MyMaths' homework linked to classroom learning
- Some Spelling/vocabulary work or an alternative English activity

Children with Special Educational Needs

Whenever possible, children with special educational needs will have tasks in common with the homework set for other members of the class but at an appropriate level.

It may be the case that these and other children are following specific or intense programmes for reading or spelling which require additional support from their parent/carer. We will work with parents on the best way to support children with this.

The role of the parent or carer

For children to be able to carry out their homework effectively, support from parents or carers is vital.

In general, support can be given in the following ways:-

- by showing an interest in what the child is doing;
- by working alongside and giving help if needed;
- by praising the child when the homework is completed;
- by writing comments in the child's individual reading log;
- by providing basic equipment such as pencils, pens, a ruler, rubber, colouring pencils, scissors and glue. A dictionary is also useful.

Homework Books

All children have a Home-School Book which is to be used by parents, children and staff. Children may also have a book to do their homework in.

Children will bring home a variety of books to read at home. Some of these will be at a level which the children can read independently and some will be free choice readers for which they may need adult support to read.

We believe that homework is valuable, but it is counter-productive if it becomes a source of stress in the family, or interferes with a child's positive attitude towards school. We encourage parents to let us know if there are any problems, so we can work out a flexible solution.