



Codicote C of E Primary School Policy for Homework

This policy was updated in consultation with the School Staff, in January 2020.

To promote the highest achievements across all areas of the children's development, we recognise and value the active partnership between home and school. Homework is just one way we seek to foster this, and can encompass a whole variety of activities aimed at supporting children's learning.

Aim:

To support and enhance children's learning in the classroom by providing appropriate activities to consolidate and re-enforce learning, to be undertaken at home.

Objectives:

- To help parents and carers gain insight into their child's learning and promote partnership between home and school.
- To develop the skills and attitudes necessary for independent learning
- To provide opportunities for individualised work
- To develop good work habits and self-motivation
- To consolidate and reinforce learning done in school and assist in preparation for future class work.

Context

We acknowledge the important role of play and free time in a child's growth and development, and believe that homework should be viewed within this context. Homework is seen as an extension of schoolwork; it is one of the ways in which children can develop the skill of independent learning. The impact of regular practice in reading at home is clearly seen in the accelerated progress made by the children, and for this reason, we prioritise it as a home/school activity.

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:-

- reading with an adult
- Numeracy activities and learning number facts e.g. tables, number bonds
- Learning spellings
- Literacy activities both written and verbal including handwriting
- Preparation for an activity to be undertaken in class – e.g. bringing an object into school, interviewing a family member about an event.
- Individual research for a project

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 endeavour to adapt any task set so that all children can contribute in a positive way.

We gradually increase the amount of homework that we give the children as they move through the school.

Roles and responsibilities

We believe that homework is a two way process. Teachers are responsible for setting homework, and reviewing work done, parents are responsible for overseeing its completion. When homework is set:

- Apart from reading, it should be possible for the children to complete it independently
- It is always clearly related to current areas of study within the classroom.
- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- Time scales for completion and submission are explicit.
- Feedback is given to the children following its return.
- When problems or difficulties encountered by children are identified to staff, these are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- All children will be expected to complete tasks.

The Role of Parents and Carers

The parent's role is a supportive one. They can encourage, expect and support; they are not expected to teach the child. It is the children's responsibility to complete homework and the parents' responsibility to oversee that homework is completed and returned to school. Consideration should be given to:

- Appropriate times to do homework
- The best place for homework to be done
- Helping concentration (e.g. little noise and/or visual distractions)

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If a child is using their time wisely, but is still struggling to complete task in a reasonable amount of time, the parent should stop the activity and note the amount of time spent to complete it, on the sheet.

Role of Pupils

- To complete tasks set, in the time allocated, to the highest standard they are capable of
- To take pride in presentation and content
- To be organised so that necessary books and equipment are not left at school
- To use the learning in school to complete the task
- To take responsibility for handing in the completed task on the agreed day.

Overview

Year Group	Homework content
EYFS	Daily sharing of books is strongly encouraged and makes a huge difference in helping children to develop a strong foundation for reading. From time to time, children will be given a home challenge - the aims of these challenges are to promote shared play-based learning experiences e.g. to bake or to go on an Autumn walk.
Reception	As well as the above, home learning for Reception children includes daily reading, phonics packs and high frequency words to practise at home. They may, also be given number cards.

Year 1	Reading is expected daily. Spellings - given weekly. Spellings are linked to the children's phonics learning. Look, cover, write, check method used. More able children are also expected to use the words in sentences towards the end of Year 1.
Year 2	Reading is expected daily. Spellings - linked to the Year 2 spelling curriculum. Times tables introduced when covered in maths curriculum. Activities linked to the curriculum taught in class.
Year 3 & 4	Reading is expected daily. Times tables practice Spellings Activities linked to the curriculum taught in class.
Year 5 & 6	This homework will sometimes be set digitally via google classroom. Other arrangements are available for those who are unable to access internet at home). Reading Spelling Time tables practice Activities linked to the curriculum taught in class. The increase in amount of homework in upper key stage 2 helps prepare pupils for the transition into secondary school. In Year 6, all homework is available via the google drive.

Resources

An information evening on 'Supporting your child at home' is held for Reception parents every Autumn term. This focusses on supporting the development of literacy skills.

Information for each year group, including a curriculum map and curriculum guides are sent home at the start of the Autumn Term.

A range of support documents is available on the school website: www.codicote.herts.sch.uk in the curriculum section. All are available as paper copies and the Maths Calculation Policy is also available on request.

Monitoring and Review

This policy will be regularly reviewed. The following criteria will be considered when evaluating its success:

- Are the objectives of the policy being met?
- Is homework being successfully completed?
- Is there any evidence to show that homework is raising standards?