



HOMWORK POLICY

Rationale

Children and parents / carers working together on homework can form a strong link between home and school, which can facilitate future learning.

Purpose

1. To create a firm partnership between parents / carers and teachers in relation to children's learning.
2. To encourage parents/carers to spend time with their children and become involved in supporting their child's learning.
3. To reinforce work covered in class or to practice or consolidate basic skills and knowledge and develop interest and motivation with topic work.
4. To encourage children to develop perseverance, initiative, time management and self-discipline, through independent study.
5. To ensure a consistent approach to homework throughout the school.

Guidelines

1. A positive climate for homework should be established in the class.
2. Some homework may be spontaneous and/or initiated by the child.
3. A form of homework record should be maintained by the teacher.
4. Work set will not always be a core subject and will sometimes be practical with no written outcome.
5. Not every child will necessarily have the same homework; e.g. it may be enforcement of a specific letter formation or number bond.
6. Work will vary from class to class and year to year i.e. there will be an increase in volume and accountability throughout the years. For year 2 and 6 it may incorporate some SATS type questions. See Appendix 1 for further information.
7. Teachers will set out clearly when work is set, what the expectations are, when it will be handed in and what supervision is required.
8. Tasks will be set which can be completed in a reasonable time and are matched, as far as possible, to the child's abilities.
9. When homework has a written outcome, it should be checked as soon as possible and feedback given when appropriate.

Conclusion

Homework will take a variety of forms and should be seen as another positive means of establishing good working practices and for building independence.

This Policy should be read in conjunction with other related policies and the homework leaflet.

Agreed at the Standards of Teaching and Learning Committee Meeting, Thursday 18th February 2016.

Signed: Chair of STL

Review Date: Spring 2018

Equalities Impact Assessment: Completed



APPENDIX 1: HOMEWORK SUMMARY BY YEAR GROUP

HOMEWORK RECOMMENDATIONS			
	Reading at home.	Mental maths practice	Other homework
Wren	Reading at least 5 times a week. Children should read for a minimum of 10 minutes per session.	Using numbers to 20 Counting, ordering and saying which number is one more or less than a given number. Children in this class will be provided with a weekly maths game to be completed at home	Relevant challenges will be provided across the year
Year 1	Reading at least 5 times a week. Children should read for a minimum of 15 minutes per session.	Number bonds to 20 (e.g $12 + 8 = 20$ and $20 - 8 = 12$)	20 minutes per week maximum
Year 2	Reading at least 5 times a week. Children should read for a minimum of 15 minutes per session.	Recall and use multiplication and related division facts for the 2, 5 and 10 times tables, (eg $4 \times 5 = 20$ and $20 \div 5 = 4$).	20 minutes per week maximum
Year 3	Reading at least 5 times a week. Children should read for a minimum of 20 minutes per session. At this stage, children will begin to read independently. However, parents should still listen to them read in order to improve their comprehension.	Recall all multiplication and related division facts to 3, 4 and 8 times tables.	40 minutes per week maximum
Year 4	Reading at least 5 times a week. Children should read for a minimum of 20 minutes per session. At this stage, children should be reading independently. However, parents should still listen to them read in order to improve their comprehension.	Recall all multiplication and related division facts to 12×12 .	40 minutes per week maximum
Year 5	Reading at least 5 times a week. Children should read for a minimum of 20 minutes per session. At this stage, children are expected to read independently. However, parents should still listen to them read in order to improve their comprehension.	Identify multiples/factors, including finding all factor pairs of a number (e.g. $72 = 9 \times 8$), & common factors of two numbers (e.g. <i>a common factor of 49 and 56 is 7</i>). Recognise a prime number up to 100. Recall prime numbers to 19.	1 hour per week maximum
Year 6	Reading at least 5 times a week. Children should read for a minimum of 20 minutes per session. At this stage, children are expected to read independently. However, parents should still listen to them read in order to improve their comprehension.	Perform 2 step mental calculations. Identify value of each digit to 3dp and x nos by 10/100/1000 (ans to 3dp)	1 hour per week maximum (this will increase in the run up to SATs)

