

BOOTHAM JUNIOR SCHOOL HOMEWORK POLICY

This policy relates to the Junior School (and includes details of the provision for pupils in the Early Years Foundation Stage). A separate policy exists for the Senior School.

1 Introduction

- 1.1 Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

2 Rationale for homework

- 2.1 Homework can be an important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed, we see homework as an important way of establishing a successful dialogue between school and home. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the ways in which children can acquire the skill of independent learning. We also believe that children benefit from the active involvement of family members in their learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is useful, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents also encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3 Aims and objectives

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development

- to help pupils develop the skills of an independent learner; fostering good work habits for the future
- to promote a partnership between home and school in supporting each child's learning
- to provide educational experiences not possible in school
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons

4 Types of homework

4.1 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to share with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings or KIRFs (Key Instant Recall Facts) as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and the Internet. In Year 2 similar tasks are set but we expect a growing independence, leading in to homework in Key Stage 2.

4.2 At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.1 but we expect them to do more tasks independently. We set an assortment of subject homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home. By Year 6, it can be expected that children will receive the equivalent of four pieces of homework per week and that they may need to spend around 30-45 minutes each evening working from Monday to Thursday. Continuing to read widely and learn spellings and KIRFs is also expected. This leads into the Senior School homework requirements for Year 7.

5 Amount of homework

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

5.2 EYFS pupils should ideally spend some time each day sharing a book with an adult.

5.3 Key Stage 1 pupils should spend around 10-15 minutes per day sharing a book with an adult. They should also regularly (3 or 4 times a week)

spend 5 minutes on spelling or phonics activities and 5 minutes on KIRFs. Occasional topic homework should take no longer than 20 minutes and a weekend or several evenings will be allowed for completion.

- 5.4 Key Stage 2 pupils should spend the equivalent of 20 minutes per week on each of spellings/phonics, KIRFs and MFL vocabulary.

Set homework in English, Maths or Topic is as follows:

Year 3 - Two pieces of up to 20 minutes each per week,

Year 4 - Three pieces of up to 20 minutes each per week

Year 5 - Three pieces of up to 30 minutes each per week

Year 6 - Four pieces of up to 30 minutes each per week

Project work may take the place of several pieces.

Key Stage 2 pupils are also encouraged to spend at least 15 minutes per day reading either independently or to an adult.

- 5.6 We give all the children a school planner where they, or the teacher or teaching assistant, record the homework, and where parents and teachers make any relevant comments. Homework is an important aspect of the curriculum and as such pupils will receive feedback on it.

6 Pupils with learning differences

- 6.1 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 specific needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

7 The role of parents

- 7.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. If parents feel their child is struggling or cannot complete the work for any other reason then a note in the pupil planner communicates this effectively.
- 7.2 We ask parents, in the first instance, to contact the child's class teacher if they have any problems or questions about homework.

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