

COLLATON ST. MARY C. of E. (V.A.) PRIMARY SCHOOL

Policy for Homework

(Supercedes 1998 version)

RATIONALE :

Work undertaken at home can help pupils to increase success in their school work, if it is purposeful and builds upon the skills, knowledge and understanding previously taught, so consolidating or extending it. Homework is a key factor in raising pupil achievement. It also helps to cement the close working relationship between home and school, breaking down artificial barriers about where learning takes place.

PRINCIPLES :

1. Homework reinforces the idea of partnership between the school and other carers in pursuing the aims of the school.
2. It consolidates and reinforces skills and understanding particularly in literacy and numeracy.
3. It exploits resources for learning, of all kinds, at home.
4. It extends school learning, for example, through extra reading, or following a topic up in extra depth.
5. It encourages pupils, as they get older, to develop the confidence and self discipline needed to study on their own. This should increasingly become its main purpose.

GUIDELINES :

1. Teachers expectations for a task should be written down accurately :

What?	-	the task
When?	-	the deadline
How?	-	the presentation and organisation
Success?	-	the criteria for achieving well.

2. Home/School Reading diaries are the basis for communication, for years R – 4. Separate Homework books can be set.
3. Lower Key Stage 2 children (Y3,4) will receive a weekly newsletter setting out home/school links for the week.
4. Upper Key Stage 2 children (Y5,6) have Homework diaries which we ask parents to check and sign on a weekly basis.
5. Amount and type of homework

Homework does not just mean formal exercises carried out by the children without adult help. With younger children it usually means the involvement of parents and carers in joint activities. This is most valuable.

As children work towards Y6, the role will change and become more supportive that directly involved. Homework for older children increases in demands, so might include :

- finding out information
- reading, in preparation for lessons
- preparing oral presentations
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- more traditional written assignments

Years R, 1 and 2 1 - 1½ hours a week

Years 3 and 4 1½ - 2 hours a week

Year 5 and 6 2 - 2½ hours a week

This will take the form of :

Years R, 1 and 2

Reading activities (10 minutes a night, at least)

Spelling

Other Literacy and Numeracy work

Years 3 and 4

Reading

Spellings

Other Literacy and Numeracy work

Occasional assignments in other subjects

Years 5 and 6

Literacy – daily reading, writing, spellings

Numeracy – to extend/develop Numeracy Strategy work

Other subjects : e.g. History, Geography, Science, R.E. (but not exclusively)

6. Homework will only be set where or when it is appropriate.
7. The Class teacher is responsible for managing a balance in the demands for and of homework.

8. In order to develop and extend class topics, usually identified by the child's teacher in a class newsletter at the beginning of term, we strongly advise parents to ensure that all children are both members and regular users of the local library, in order to support their use of reference material and additional fiction.

9. Special Needs children's homework
Setting appropriate homework with special educational needs, which does not demand too much or too little of children and their parents, needs close co-ordination between class teachers, the SENCO and parents. Tasks should
 - have a very clear focus and time guideline
 - give plenty of opportunities for pupils to succeed
 - help develop social, as well as other skills, where necessary
 - be varied, and not only written tasks
 - be manageable for teachers

10. Finally, we ask that all parents value the importance of homework and support the school in explaining how it can help their learning. Parents should encourage their children and praise them when they have completed their homework.