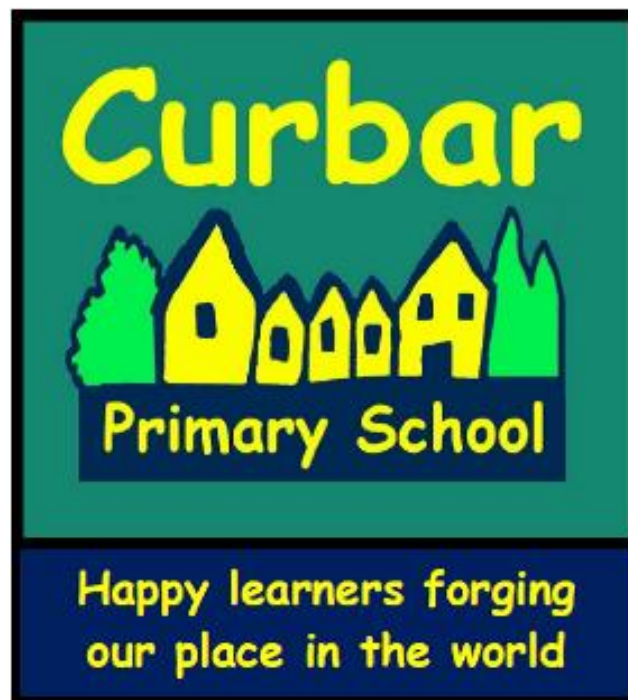

HOMEWORK POLICY



Reviewed/Adopted:	July 2023
Next Review Date:	July 2025
Review Frequency:	Two years
Reviewed By:	Standards and Curriculum

Introduction

This is Curbar Primary School's homework policy. As a school we believe that properly designed homework can play a valuable part in a child's education. Certainly, over a school career, homework can add a substantial amount of learning time. Through this policy we aim to ensure consistency of approach throughout the school by outlining the purpose, types and amount of homework set. We recognise the fact that the purpose of homework may change as pupils get older and that the needs of the individual pupil should be taken into account. As staff, we give careful consideration to making homework suitable and well balanced across the school.

Aims and Objectives

At Curbar, our aim is to empower our children to become enthusiastic, confident and independent learners who will use their time at Curbar as a foundation for future success, happiness and lifelong learning.

Homework is one of the elements that can help them achieve this and should support the children's enjoyment of learning out of school and more independently.

Regular, well planned homework can:

- Support pupils to make greater progress in their academic and social development
- Develop good work habits and self-discipline for the future
- Encourage skills and attitudes which help children improve their educational performance e.g. problem solving
- Help parents gain insight into their child's schoolwork and promote partnership between home and school
- Provide opportunities for individualised work and develop skills of independent learning
- Provide opportunities for shared work and develop skills of collaborative learning
- Offer access to resources not found in school (public libraries, local museums etc.)
- Consolidate and reinforce learning done in school
- Prepare for future class learning
- Provide a context for pupil/parent interaction

We believe homework works best when:

- Children and parents/carers are very clear about what they need to do
- Parents and carers are treated as partners in their child's learning
- Tasks are carefully planned in classes and are structured to support progression in learning, as part of the school's schemes of work
- There is a regular programme so that everyone knows what is expected each week
- Children receive prompt, clear feedback on their work
- Homework is achievable by all pupils
- Homework of a consistently high standard is recognised and celebrated

For our policy to be implemented successfully parental support is crucial and it has been our intention to involve parents and carers in the implementation of this policy. The Pupil Parliament were also involved in discussions.

Definition of Homework

Homework is learning that will help with schoolwork. It can therefore be defined as learning or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers that involves an element of 'learning'. This can take several forms:

- To practice or repeat what was learned or discussed in class that day/week
- To prepare the pupil for what's coming in the following lesson(s)
- To extend the pupil by encouraging the student to apply class learning into new contexts or situations
- To extend the pupil through projects which integrate concepts and skills already learnt in class

The school also recognises the importance of play, free time and enjoying other learning that may not directly relate to learning in school. The staff are always pleased to learn about children's success and interests in other aspects of their lives and celebrate it in school. For example:

- A visit to a museum
- Completing or carrying on work from class
- Undertaking research for a project that has a particular interest
- Being an active member of a sport, music or other youth organisation
- Choosing to independently extend English or Maths learning (e.g. number facts, reading etc.)

Amount and Timetable of Homework

The precise amount of time spent on homework is much less important than the quality of the tasks set and the purpose for which they are planned. Broad guidelines however, on the amount of time pupils might reasonably be expected to spend on homework, and the days on which it will be set, give a useful framework for both teachers and parent/carers. The amount of homework given is increased as children move through the year groups. The homework expectations for each year group will be as follows:

Reception	15 minutes daily reading/sounds	
Years 1 and 2	Approximately 1.5 hours per week	Daily reading and spellings Planned weekly English and Maths learning including times table/number facts Occasional project work
Years 3 and 4	Approximately 2 hours per week	Daily reading and spellings Planned weekly English and Maths learning including times table/number facts Research project linked to topic
Years 5 and 6	Approximately 2.5 hours per week	Daily reading and spellings Planned weekly English and Maths learning including times table/number facts Research project linked to topic Revision for SATS. Y6 homework may exceed the amount listed from Christmas through to May

Class teachers will explain when the homework is set and when it should be returned to school in half termly class newsletters. Any other relevant information will also be detailed in the newsletter.

Daily Reading

We believe that all primary aged children should read every day with an adult and then with increasing independence as they get older. Children in reception and key stage 1 will be given a reading book from our phonics scheme, Little Wandle. The book will match the sounds the child

needs to learn and is designed to improve fluency. This book is to celebrate the child's reading. As the children get older, they will be provided with reading books that match their level. To begin with, these will be selected from our Collins Big Cat Banded readers selection. As children progress through key stage 2 and become independent readers, children will select their own book. Children will also have a weekly opportunity to visit the library and choose a book to encourage a love of reading.

Spellings

The teacher will provide children with a list of words/letters/sounds for children to learn. The content and number of spellings depends on the age and stage of a child. The children will be taught how to spell any patterns that the list might contain and children will have the opportunity to practise in school but the words will also need to be practised at home.

Planned weekly English and Maths learning

Each week the class teacher will set a formal piece of homework that should be linked to the current learning. This will be set using a range of age appropriate CGP books. This learning will usually be practise and/or extension work or occasionally preparation for new learning.

Research Projects

At the beginning of each term the children will start a new topic. The teachers would like the children to undertake some research leading to an end product. This could take the form of an oral presentation, model or a thesis! The teacher will provide you with guidance upon the task, how it is to be presented and most importantly how you will receive feedback. Such a task will take much longer to put together and as a consequence an allocation of weekly time is apportioned to it.

Equality

We believe that all children are capable of accessing homework. The challenge for teachers and parents is to work together to ensure it is appropriate for the ability of every child. Our expectation is that homework is sufficiently differentiated to ensure it meets the needs of the learner. Sometimes this may take the form of *Mild, Spicy or Hot* differentiated challenges for children that suits a range of abilities. This will enable the children to find the correct level or to even challenge themselves to go further.

Monitoring Homework

Class teachers will ensure that homework is carefully planned and is set in accordance with school policy. Class teachers will be responsible for setting, collecting and marking homework for their own classes. This will include responding to parents comments where appropriate and reasonable. A teacher may contact a parent if homework is not completed in order for the school and home to work in partnership for the benefit of the child.

The Role of Parents/Carers

The support of parents and carers is vital for this policy to be successfully implemented. As a child moves through the school the type of homework they receive is likely to change and therefore the role of the parents/carers will also alter slightly. In general, it is our hope that parents will:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework alone or with the help of an adult
- Make it clear to pupils that they value homework and support the school in explaining how it can help their learning

- Ensure homework is completed on time
- Encourage pupils and praise them when they have completed homework
- Become actively involved in joint homework activities

If parents have any questions about homework, they should, in the first instance, contact the child's class teacher.

Any complaints will be dealt with as set out in the School's 'Complaints Policy', a copy of which is available on the school website at www.curbarprimary.co.uk

The head teacher will monitor implementation of this policy and will submit periodic evaluation reports on its effectiveness to the governing body.

This policy will be reviewed every two years or sooner as necessary.