

Mountfields Lodge Primary School



Homework Policy

Aim High, Reach for the Sky

Introduction

Homework is defined as any work or activity which children are asked to do outside lesson time, either on their own or with parents/carers.

The aim of this policy is to set out the school's approach to homework.

In 2012 the Education Secretary scrapped guidelines for schools stating that head teachers should be able to make decisions 'free from unnecessary bureaucratic guidance'.

The DfE consider homework to be, 'part and parcel of a good education'.

In Mountfields Lodge we consider that Homework, like most things in education, is all about 'quality and not quantity'. If homework is properly connected to lessons, and regularly marked, it works, whereas simply setting large volumes of homework doesn't.

Philosophy

The school's philosophy concerning homework is that it should be relevant and enjoyable, providing an opportunity for parents and their children to work together to develop positive attitudes to learning.

Homework, when used appropriately, plays a positive role in developing a child's learning. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, 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. At Mountfields Lodge we believe that primary aged children should enjoy a variety of learning experiences in and out of school and that homework should be balanced with family activities, attendance at clubs etc. We believe they develop their skills, interests and talents to the full when parents/carers support the school approach and encourage them to make maximum use of the experiences and opportunities that are available outside of school, including relevant homework.

Aims for the Child

- To generate and develop **confidence** and **self-esteem** in each child
- To encourage an **inquisitive nature** and an intrinsic desire to learn throughout life
- To instil in each child **high expectations** of **effort** and **achievement**.
- To develop **organisational skills** and **independence**.

School Aims

- To develop an **effective partnership** between the school and parents/carers
- To enable children to make **maximum progress** in their academic and social development;
- To **consolidate and reinforce skills and understanding**, particularly in numeracy and literacy.
- To make **use of resources and opportunities for learning at home**
- To **extend school learning** e.g. through additional reading
- To give children **choice and ownership** over their homework as they get older, e.g. three in a row tasks
- To encourage children as they get older to **develop the confidence, self-discipline and good work habits** needed to study on their own and prepare them for the requirements of secondary school and their future.

Teachers should:

- Set homework with instructions, provide resources as appropriate and allow time in class for children to clarify the task
- Set homework that is appropriate to the age and ability of the child
- Teachers should provide feedback as appropriate; this may involve marking homework, peer marking or self-assessment

- Teachers should monitor the completion of homework
- Where homework is not being completed, teachers should liaise with parents

Children should:

- Ask their teacher if they are unsure what to do
- Ensure that homework is completed and handed in on time
- Bring their reading diaries to school each day
- Take care of their homework and ask for a replacement if it is lost before the handing-in date
- Ask their teacher for homework sheets missed through absence, as appropriate to the age of the child or reason for absence
- Take pride in the work they do

Parents should:

- For all children from Reception to Year 6 expect their children to **read daily** or have a story read to them and then discuss this with an adult or older sibling
- Take an active interest in homework tasks to help their children as they feel necessary and talk to the child's class teacher if they have any questions or concerns about homework
- Where appropriate check the homework
- Provide space and time for children to complete homework
- If children are taking a lot longer than the recommended times to complete homework, sign their homework book to say how long homework has taken. (See below for guidance on the time homework should take).

Equal Opportunities

We set homework for all children as a normal part of school life. We aim to ensure that all tasks set are appropriate to the ability of the child and endeavour to make them accessible to children regardless of ability, social and cultural background, religion, sexual orientation, physical or emotional needs. We endeavour to adapt what is required of children so that all children can contribute in a positive way. Where necessary, when a child may not have access to appropriate resources, school will endeavour to provide the necessary resources for the child to complete the homework.

Homework during School Holidays

Children will be encouraged to continue reading regularly. Specific homework tasks *may* be set i.e. final revision for statutory testing, however it is not expected that holiday homework be routinely issued. *If* homework *is* set during a period of school closure the tasks will span longer than just the holiday period to allow those who are away on holiday adequate time to do their homework.

Children taking holidays during term-time

Teachers *will not* set work for children who are going on holiday during term-time. Parents may wish to encourage their child to continue reading and to keep a holiday diary/scrapbook.

Time spent on homework

The timings given do not include daily reading at home.

The amount of time spent on each homework task should not exceed:

EYFS: 5-10 minutes

Year 1/2: 20 minutes

Year 3/4: 20 minutes

Year 5/6: 30 minutes

Types of homework

EYFS: Reading, phonics

Years 1/2: Reading, phonics, 'Three In A Row'

Years 3/4: Reading, Spellings, Times Tables Rockstars, 'Three In A Row'

Years 5: Reading, Spellings, Times Tables Rockstars, 'Three In A Row'

Years 6: Reading, spellings, Times Tables Rockstars, 'Three In A Row'
There will also be times where Year 6 children are set homework tasks that will support them with the formal testing process.

Homework may be set in the form of a **work sheet**; this is perfectly acceptable as this may be the most appropriate method of delivery. Any homework issued will be issued on a Thursday and its return date will be a Tuesday.

'Three In a Row' homework

These may be linked to a cross-curricular theme or may be subject-specific. Tasks issued will allow for natural differentiation. Children will be asked to choose 3 tasks from a selection and they will be able to choose their own format of recording. Adequate time will be given for the tasks to be completed.

Individual pupil feedback will be given by the class teacher in a written format and recognition of effort and celebration of outcomes will be shared within the class.

One 'three-in-a-row' homework will be issued each ½ term (6 per year) with the expectation that there will a variety of themes focused upon over the academic year to engage the wide range of pupil interests and learning styles. Each Homework should last at least 5 weeks.

Monitoring, Evaluation and Review

Effectiveness of this policy will be monitored, evaluated and reviewed by the Senior Leadership Team; this will be done through pupil attitude surveys, discussion with staff, parents and children, pupil interviews, scrutiny of homework tasks set and evaluations of events.