



# OWLSMOOR PRIMARY

## *HOMEWORK POLICY*

<b>Status of Policy</b>	<b>Date</b>
Owlsmoor In-house	
Reviewed	Every 3 years
Policy written	Jan 2011
Last reviewed by governors	21 <sup>st</sup> September 2021
Review due	21 <sup>st</sup> September 2024

## **Owlsmoor Primary School**

### **Homework Policy**

#### **Introduction**

At Owlsmoor Primary we appreciate the good links between home and school and welcome the opportunity for parents and teachers to work together to ensure the best education for the children. It is important for all children, from the time they join us, to take work from school to do at home. Homework enables parents to support their child in their learning, and for children to see parents and teachers working together. Parents, children and governors were consulted whilst this policy was being drawn up and the final draft was sent to all parents. This policy should be read in conjunction with our Teaching and Learning, Marking, Single Equality Plan, Special Educational Needs (SEN), Gifted & Talented and Curriculum policies.

#### **What is homework?**

Homework is any work or activities which children are asked to do outside lesson time, either on their own or with the support of their parents or carers.

#### **Aims**

Homework set by teachers at Owlsmoor Primary School aims to:

- raise standards
- create a firm partnership between parents and teachers in relation to children's learning
- provide opportunities for parents and children to work together and to enjoy the learning experience
- complement the requirements of both the EYFS Curriculum and the National Curriculum through the integrated planning of class work and homework
- make more effective use of lesson times by focusing on those activities which require direct teaching, with complementary or consolidating tasks being set for homework
- reinforce work covered in class, to practise or to consolidate basic skills and knowledge
- encourage pupils to develop perseverance, initiative and self-discipline through independent study
- develop children's organisational skills and responsibility
- develop the habit of home study and ease the transition between primary and secondary school.

#### **The principles underlying the setting of homework**

This policy ensures a consistency of approach throughout the school. Tasks:

- are given regularly and have a clear focus and time guideline
- give plenty of opportunities for children to succeed
- are differentiated according to the needs and abilities of the children and with regard to the culture of the home
- are varied and are not purely written assignments
- use a variety of resources for learning at home.

#### **The setting of homework**

Children of all ages may be given class work to complete at home. We expect children at Owlsmoor to spend increasing amounts of time on homework as they move through the school. Teachers give clear guidelines on the time it should take, and when it should be handed in. See table below.

<b>Year</b>	<b>Time</b>	<b>Tasks</b>
Reception	10 minutes per day  10 minutes per week	Children take home a reading and/or library book which they share with their parents.  Phonics activity/practice
Year 1	15 minutes per day (at least 4 times per week)  5 minutes per day  5 minutes per day  20 minutes per week	Reading  Phonics/spellings  Practise counting in steps of 2, 5 and 10.  Maths activities
Year 2	15 minutes per day (at least 4 times per week)  5 minutes per day  5 minutes per day  20 minutes per week  20 minutes per week	Reading  Phonics/spellings  Multiplication practice – children should know their 2, 5 and 10 times tables (at least) off by heart, in and out of order and including the associated division facts, by the end of Year 2.  Maths homework  English homework
Year 3	20 minutes per day (at least 4 times per week)  10 minutes per day  5 minutes per day  20 minutes per week  20 minutes per week	Reading  Spellings  Multiplication practice – children should know their 2, 5, 10, 3, 4 and 8 times tables (at least) off by heart, in and out of order and including the associated division facts, by the end of Year 3.  Maths homework  English homework
Year 4	20 minutes per day (at least 4 times per week)  10 minutes per day  5 minutes daily	Reading  Spellings  Multiplication practice – children should focus on learning their 6, 7, 9, 11 and 12 times tables off by heart, in and out of order and including the associated division facts,

	30 minutes per week 30 minutes per week	in Year 4. They should also keep practising the 2, 5, 10, 3, 4 and 8 times tables learned previously.  Maths homework  English homework
Year 5	20 minutes per day (at least 4 times per week)  10 minutes daily  5 minutes daily  30 minutes  30 minutes	Reading  Spellings  Practice of multiplication and division facts (both in and out of order) up to 12x12.  Maths homework  English homework
Year 6	20 minutes per day (at least 4 times per week)  10 minutes daily  5 minutes daily  Up to 60 minutes per week  Up to 60 minutes per week	Reading  Spellings  Practice of multiplication and division facts (both in and out of order) up to 12x12.  One piece of Maths homework  One piece of English (SPaG or comprehension on alternating weeks)

The information above is not exhaustive: for example children might be asked to talk through a specific topic at home with an adult, to help them generate ideas and vocabulary to support them with an extended written task at school.

### **Reading**

Children receive a weekly 'Reading Reward' if they have met the school expectation of reading at home and having their reading record signed at least four times that week. Typically, the reward is 15 minutes of additional playtime.

### **Additional homework**

From time to time, children may also be set additional homework tasks other than those outlined above – such as research activities, science homework and model-making projects – to support their learning in school across different subjects. Some homework may also be set over holiday periods at teachers' discretion.

If a class teacher feels that a child may benefit from additional maths/English homework, for example, if they are below age-related expectations in a particular subject area, then they may liaise with parents to arrange for additional homework to be completed at home to support the child's progress.

### **Homework timings**

If parents find that a particular homework task is taking significantly longer than the timings outlined above, they should make a note on their child's homework rather than persevering with the task for an unreasonable length of time.

### **Absence**

If children are absent through illness, work will not normally be sent home. We make the assumption that if they are not well enough to be at school, they are not well enough to work. However, if a child is to be absent for a length of time, for example, with a broken leg, work may be set after discussion with the parents. Arrangements for marking and setting further work will also be made. Homework is not set for children who go away on holiday if this is taken during term time.

### **Homework club**

There is a homework club for all pupils in KS2 which runs at lunchtime. The club is staffed by teachers and each year group is assigned a specific day in the week. The homework club is designed to support pupils who either have difficulty in understanding their homework at home or who consistently fail to hand in homework.

### **The role of teachers**

Teachers will:

- plan homework as part of the week's work, differentiated where necessary
- ensure homework is marked promptly
- be consistent in setting homework
- inform parents through a class meeting and letter, at the beginning of the year, about the homework timetable and what is expected from them, and from the children
- monitor parental comments regularly and respond where appropriate.

If homework is not done, teachers will:

- talk to the child about working at home
- ask the child to attend the homework club
- at their discretion, talk to the parents if the problem continues
- consider keeping the child in to complete homework at breaktime.

### **The role of parents**

Parents should:

- be aware of any homework set and due dates (teachers may set homework on the same day each week, to be due in on the same day each week – in this case due dates may not be given on individual pieces of work)
- ensure children can work in suitable conditions and have the necessary equipment
- encourage their children to complete homework at a suitable time
- sign homework when it is completed and comment on it, or in their child's reading record, if additional help was given.

### **Children with special needs**

These children are set homework appropriate to their needs and level of ability. Some extra work may be given after discussion with parents, and children may need some support at home to complete the activities.

### **More able children**

More able children and those with a talent in a particular area are given homework that is appropriate to their ability.

**Equal opportunities**

All children are entitled to be set regular homework, regardless of age, gender, race or culture. When setting homework, teachers are sensitive to the child's cultural background. We will ensure that parents and children with English as a second language understand the tasks and expectations for homework.

**Monitoring**

The English and maths subject leaders monitor homework for their subjects. Other subject leaders may expect to see evidence of occasional homework in their subjects. The Senior Leadership Team monitors the implementation of this policy.

**Evaluation**

We encourage feedback from parents and children. Teachers are asked to reflect on the effectiveness of the tasks set with regard to raising standards in the school.

Liz Cole

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