



OWLSMOOR PRIMARY

HOMWORK POLICY

Status of Policy	Date
Owlsmoor In-house	
Reviewed	Every 3 years
Policy written	Jan 2011
Last reviewed by governors	31 st Jan 2017
Review due	31 st Jan 2020

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 the National Curriculum programmes of study 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.

Year	Time	Tasks
Reception	10 minutes per day 10 minutes per week Alternate weeks (Spring Term onwards)	Children take home a reading and/or library book which they share with their parents. Phonics activity/practice Big Talk in preparation for the Big Write
Year 1	15 minutes per day (at least 4 times per week) 5 minutes per day 5 minutes per day 20 minutes per week Alternate weeks	Reading Phonics/spellings Practise counting in steps of 2, 5 and 10. Maths activities Big Talk in preparation for the Big Write
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 Alternate weeks	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 Big Talk in preparation for the Big Write
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 Alternate weeks	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 Big Talk in preparation for the Big Write

Year 4	<p>20 minutes per day (at least 4 times per week)</p> <p>10 minutes per day</p> <p>5 minutes daily</p> <p>30 minutes per week</p> <p>30 minutes per week</p> <p>Alternate weeks</p>	<p>Reading</p> <p>Spellings</p> <p>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, in Year 4. They should also keep practising the 2, 5, 10, 3, 4 and 8 times tables learned previously.</p> <p>Maths homework</p> <p>English homework</p> <p>Big Talk in preparation for the Big Write.</p>
Year 5	<p>20 minutes per day (at least 4 times per week)</p> <p>10 minutes daily</p> <p>5 minutes daily</p> <p>30 minutes</p> <p>30 minutes</p> <p>Alternate weeks</p>	<p>Reading</p> <p>Spellings</p> <p>Practice of multiplication and division facts (both in and out of order) up to 12x12.</p> <p>Maths homework</p> <p>English homework</p> <p>Big Talk in preparation for the Big Write.</p>
Year 6	<p>20 minutes per day (at least 4 times per week)</p> <p>10 minutes daily</p> <p>5 minutes daily</p> <p>60 minutes per week</p> <p>Up to 60 minutes per week</p> <p>Alternate weeks</p>	<p>Reading</p> <p>Spellings</p> <p>Practice of multiplication and division facts (both in and out of order) up to 12x12.</p> <p>Two pieces of maths</p> <p>One piece of English</p> <p>Big Talk in preparation for the Big Write.</p>

The Big Talk

Every two weeks, the children are asked to do a 'Big Talk' at home ahead of doing a 'Big Write' at school. This will contain discussion points for the child to talk through with an adult at home 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 KS1 and 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.

The Owlsmoor Home–School Agreement states that parents will aim to “support my child’s homework and other opportunities for home learning”. We ask parents to sign this agreement at the beginning of each key stage. The school agrees to “set and monitor homework appropriate to each year group”.

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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