



Bolham Primary School

Homework Policy

RATIONALE

Homework is just that - work done at home by pupils, outside lesson time, either on their own or with parents or carers. It may be a continuation of schoolwork or tasks specifically set for pupils to do at home.

Homework set will be a mixture of paper-based homework books sent home in bags, and some work set online via Teams.

It reinforces the idea that school and home are not unrelated but that the two elements are a partnership in the learning process.

- It makes an important contribution to the child's progress at school
- It provides an opportunity for parents, children and school to work in partnership.
- It provides an opportunity for parents and children to work together to enjoy learning experiences.
(What the child can do with help today - he can do alone tomorrow -Vygotsky)
- It extends and supports the learning experience through reinforcement and revision
- It ensures that teaching time is used to the maximum effect
- It extends the challenge open to the child
- It helps to teach the skill of working independently.
- It prepares Year 6 children for transfer to secondary school developing strategies for future needs.

GUIDELINES

- The Home School Agreement sets out the school's expectations about homework and how parents will be consulted about changes.
- Homework should be encouraged and will be set at the teacher's discretion.
- Tasks set should be matched to the age and ability of the child.
- Tasks set should be checked or marked in accordance with the marking policy.
- Parents/Carers are requested to show interest and support, but there is no pressure from the school for the child to complete the homework if they encounter difficulties of any nature.
- Spellings and tables to be learnt are recorded in the homework book. A reading record is used by each child to record reading homework.

TYPES OF HOMEWORK

- Learning tables and spellings in line with English and Maths Policies.
- Reading together - practising key skills in a supportive environment.
- Written tasks.
- Project research.
- Completing tasks initiated at school.

It is important that children should gradually get into the habit of devoting periods of time, which may not be long, to study on their own.

The main focus whilst at Primary school will be on English and maths, science and other subjects will be added as the children move up the school. Again, homework does not just mean formal exercises carried out by children without help from adults. Particularly in the case of younger children, it is the involvement of parents and carers in joint activities, which is most valuable in promoting children's learning.

TIME ALLOCATION

The precise time spent on homework is much less important than the quality of the tasks set and the way they are planned to support learning.

Foundation &

Years 1 & 2 up to 1 hour /week (reading, spellings, other English work and number work)

Years 3 & 4 up to 1.5 hours/week (English and maths as for years 1 & 2 and occasional assignments in other subjects)

Years 5 & 6 up to 30 minutes/day (regular weekly schedule with continued emphasis on English and maths but also ranging widely over the curriculum)

Daily reading can be done as part of the homework. On days when the homework activity is something other than reading children should be encouraged to read - on their own or with others - for at least 20 minutes.

The class teacher is responsible for ensuring that the day to day demands of homework are manageable for children and carers.

The class teacher will ensure that there is a regular pattern to homework, particularly for English and maths and will, through homework books, help children, parents and carers to become familiar with homework routines. Homework books provide opportunities for feedback from both teachers and parents/carers on homework so that everyone is clear what is expected of them.

The efficiency and effectiveness of this policy will be monitored and evaluated termly by the sampling homework diaries, assignments and through discussion with teachers as to how far the policy is being successfully implemented.

The Head teacher will assume responsibility for this.

This policy will be reviewed annually in consultation with the Governing Body and available to the parents on the website. The key criterion for review will be the extent to which the policy is contributing to the progress pupils make in school and their attitude to learning.