

Bayford Church of England (VC) Primary School

1. Introduction and rationale:

- We believe that homework is a valuable part of children’s learning as:
- It develops an effective partnership between school and home;
- It consolidates, reinforces and extends skills and understanding from class work;
- It encourages children to develop the confidence and self- discipline needed to study on their own.

2. Aims and Objectives:

- The homework programme should:
- Provide opportunities for parents and children to work together;
- Convey the requirements clearly to parents and children;
- Reflect the level of understanding and ability of the children;
- Challenge the children’s thinking;
- Support the learning experience through reinforcement, revision and extension;
- Provide an opportunity for children to talk about what they are learning;
- Encourage progression towards independence and responsibility;
- Prepare children for the transition to secondary school.

3. Recommended Time Allocation:

Teachers will issue a homework timetable for their class, ensuring that the demands are manageable for all children.

Year Group	Time	Curriculum Content
Foundation Stage	No specific time allocation	Shared reading, sight words and phonics
Years 1 and 2	Up to 1 hour per week	Reading, spelling and Numeracy
Years 3 and 4	Up to 1 and a half hours per week	Reading, tables, spelling, Numeracy, Topic related
Years 5 and 6	Up to 2 hours per week	Reading, spelling, tables, Literacy, Numeracy, Topic related

4. The Nature and Content of Homework:

4.1 General:

The content of homework will vary according to age, ability and subject matter. We believe that the work assigned should further discussion or other forms of interaction either between children and their parents or with other members of the family or friends and peers. Homework does not just mean formal exercises carried out by children without help from adults or finishing off work not completed in class. In the case of younger children it is the involvement of adults in joint activities however brief which is most valuable in promoting children’s learning. Older children are given work gradually increasing in its complexity, which might include: information gathering, reading in preparation for future lessons, preparing oral presentations or more traditional assignments.

4.2

Children with Special Education Needs and Disabilities, and those who may be considered to be especially gifted or talented, should do the same amount of homework as other children. Their homework should support their individual need and it is therefore important that there should be close coordination between the class teacher, parent/carers and the Inclusion Co-ordinator.

4.3

The majority of homework set will be related to the Primary National Strategy. Activities in other curriculum areas will be primarily theme-related.

LITERACY:

Reading:

Key Stage	Homework examples
Foundation	Children take home library books weekly to share with adults. Reading scheme books are sent home. Children are given words to learn at home.
Key Stage 1	Books at their group level.
Key Stage 2	Group Reading books or other reading books.

Phonics and Spelling:

Key Stage	Homework examples
Foundation	Practice actions and sounds from Letters and Sounds/Jolly Phonics. Children take home words to sound out.
Key Stage 1	Children take home spellings.
Key Stage 2	Children take home spellings that follow the spelling rule taught during that week or spellings taken from children's own work.

Writing:

Key Stage	Homework examples
Foundation	No formal homework set.
Key Stage 1	Occasionally children are given the opportunity to complete a piece of writing at home.
Key Stage 2	Writing related to topic work may be sent home.

NUMERACY:

Key Stage	Homework examples
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Foundation	No formal homework set. Parents are encouraged to play counting games and look for numbers in the environment.
Key Stage 1 & 2	Maths activities, problem solving related to the numeracy objectives are set regularly.

5. The Role of Parent/Carers:

5.1

Parents should comply with the conditions specified in the Home School Agreement, namely:

To try and provide an appropriate environment for homework.

To hear their child read, and to share books with their child on a regular basis.

To support their child’s learning and to ensure that set homework is completed.

5.2

The quality of completed homework is monitored and reviewed at regular periods in consultation with children and parents.

In instances where a child consistently fails to complete or return set homework, class teachers will contact the parents to arrange an interview with the child, the parents and the class teacher.

This policy will be reviewed at least every two years.

Date: Feb 2017
Review Date: Jan 2019