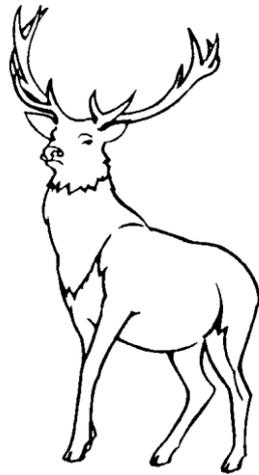


# Boughton Monchelsea Primary School

## Homework Policy



Draft Prepared	March 2017
Date Agreed	
Signed by Headteacher	
Signed (Chair of Governors)	
Date Policy to be Reviewed	

## **Rationale**

### **The purpose of homework**

At Boughton Monchelsea Primary School, there are a number of reasons why homework is considered to be important. We believe that:

- homework provides an opportunity for building an effective partnership between home and school whilst promoting the learning experiences of each child;
- skills and understanding, particularly in literacy and numeracy, can be revised, consolidated and reinforced through additional practice at home;
- individual homework encourages children to develop confidence and self-discipline to study on their own and prepares them for the requirements of a secondary school;
- home learning projects enhance class learning by offering an opportunity to explore a topic in more depth

### **Aims**

At Boughton Monchelsea, homework is used to:-

- reinforce classroom learning
- contribute to children's progress in school
- provide opportunities to practise skills with parent/carer
- encourage learning as a life-long process
- promote habits of enquiry and investigation
- support development of independent learning skills
- promote an effective home/school partnership

### **Time allocation for homework**

We use the following table as a guide for the minimum time allocated to homework for each year group:

Reception	1 hour per week, including daily reading/ phonics practice
Year 1	1 ½ hour per week, including daily reading/ phonics practice
Year 2	2 hours per week, including daily reading
Year 3 and 4	2 ½ hours per week, including daily reading
Year 5 and 6	3 hours per week, including daily reading

## **Homework Activities**

Homework will take the form of different activities, as described below.

### **Regular Reading**

Regular opportunities to read are vital throughout the Primary years. Homework for EYFS/KS1 children should largely consist of regular reading with parents and carers; looking at books together. Reading practice and listening to others read continues to be essential throughout primary school.

In Year R and Year 1, parents/carers may be asked to help their child practise recognising individual graphemes (e.g. "ou", "sh", "th") to help them with their phonic skills.

All primary school children should either read to their parents or carers or be read to. If they are fluent readers, they should read on their own for at least ten to twenty minutes a day. This may be done in the context of homework, for example a Year 1 pupil may read a book from school to his/her parent or a Year 6 pupil may read a reference book independently to research for a history topic. On other occasions, the reading will not form part of the homework; for example, a parent or carer may read a bedtime story.

### **Homework Menu**

We offer a range of activities for children to choose from, in the form of a homework menu, linked to the termly topic or a particular subject. Pupils input into these choices in the first week of each term. The level of challenge for each activity varies, and is indicated by a points system. Children must complete enough activities in the term to achieve a set number of points. Children in Year R record their home learning in their Marvellous Me book and are set learning challenges related to their topic.

Teachers check on the progress of the homework menu activities throughout the course of the term and time is set aside at the end of term for homework celebration, where feedback from staff and peers will be given.

### **Sayers Shield**

Home learning projects for the Sayers Shield competition replaces the homework menu in term 4 and all children are encouraged to submit an entry. Children are free to choose the theme for their entry, which can be presented in the form of a written project and/or model. Entries should be no larger than 50cm squared. The projects are displayed in school for a week early in term 5, and feedback is given by pupils and staff on feedback cards. Mr Tom Sayers judges the entries and awards prizes early in term 5. All entries receive a certificate and their feedback card.

## **Online Maths homework**

We use a dedicated educational website which provides personalised online maths tasks. Teachers can set learning tasks and receive feedback via email to help them track completion and progress. We provide a weekly lunchtime homework club with computer access for children who are unable to complete the tasks online at home.

Learning of spellings and times tables will also be expected to be completed at home when appropriate. Teachers will provide parents with a list of spellings that will be covered in class over the course of the year, and should be practised at home. Times tables will be advised on an individual basis.

## **Additional Activities**

During parent consultation meetings, teachers may recommend additional home learning activities, which would help children meet their learning targets, e.g. handwriting practice.

Children involved in intervention groups, which are designed to meet individual needs, may occasionally be asked to complete activities at home.

## **Working in Partnership**

Pupils may need a great deal of support and encouragement from their parents and carers if they are to successfully complete homework assignments. On some occasions adults may be directly involved in the activity, for example reading together, playing a game together, taking a child to the library to find information books for a topic. At other times, the parent's role may be to find a suitable location for the child to work and to encourage them to stay on task and work independently. Homework should not become a negative experience or cause undue stress for parents or children. If completion of homework is proving particularly difficult for some children, we advise parents/ carers to discuss the matter with the child's teacher.

## **Monitoring and Marking Homework**

The assessment of homework activities will be overseen by both the class teacher and the TA. Where appropriate, some homework activities will be self or peer marked as this enables the children to receive immediate feedback.

All homework set will lead to feedback of one form or another; no homework will be left without follow-up.

Staff will monitor the completion of homework to check that all pupils have completed the tasks set within the given time schedule. Should there be a reason why homework is not completed within the given timescale, parents/carers should communicate reasons to the class teacher. We expect every pupil to give their best efforts to all of their learning; therefore it is expected that all children will complete homework tasks to an acceptable standard. Should this not be the case, the child may be expected to complete the missed homework tasks during break times, and in some circumstances, parents will be contacted in order to address the situation.