

Cavendish Primary School



Homework Policy

Cavendish Primary School – Homework Policy

In this policy homework refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents / carers.

Introduction

Learning at home is an essential part of good education. Regular homework is important as it gives pupils the opportunity to practise at home tasks done in class, to undertake more detailed research and to further develop specific skills. It also helps pupils to become confident, independent learners, building skills they will need throughout their time at school and into adult life.

The foundations of effective homework practices are established early on, develop progressively across the key stages and support effective transition to the secondary phase.

Aim

The aim of this policy is to ensure a consistent approach to homework at Cavendish Primary School and to implement it in order to maximise the learning opportunities for the children.

Objectives

The objective of this policy is to clearly outline the purpose of homework at Cavendish Primary School, the role it plays in raising standards, the way it is organised and the expectations of pupils, staff and parents.

The Purpose of Homework

The purpose of homework at Cavendish Primary School is to:

- Extend school learning;
- Consolidate and reinforce skills and understanding;
- Develop independent learning skills;
- Develop self discipline and personal organisation;
- Develop home-school partnerships.

Raising standards

The effective use of homework plays an important part in raising standards. The focus of homework is predominantly on the important skills of literacy and numeracy. Regular reading at home is a vital part of this process.

Home-School Partnership

Children who receive regular support and encouragement from home make the best progress at school. The setting of homework allows parents to have direct involvement in their child's learning.

Expectations:

Staff will ensure that homework is an integral part of the curriculum and is planned and prepared alongside all other programmes of learning.

Cavendish Primary School – Homework Policy

Parents and carers will encourage and monitor homework and inform the school if an issue arises.

Pupils, at an appropriate age, will record and ensure their understanding of the homework tasks, demonstrate a commitment to spending an allocated time doing the tasks set and handing the work back on time.

Parents can support their child's learning by helping their children at home, monitoring homework and providing encouragement and guidance. They can provide feedback on the homework by writing in their child's reading record book, on the homework sheet or in the homework diary (Years 5&6).

Class teachers will provide parents with a homework schedule (e.g. spellings on Monday, number work on Wednesday) at the start of the school year.

Teachers will inform parents if pupils regularly fail to complete their homework. Failure to complete a piece of homework should be treated in the same way as failure to complete a piece of class work.

Implementation

The school follows the Government guidelines for Homework times, as outlined below, bearing in mind that other activities such as extra-curricular sport and music are also important in supporting pupils' studies.

Homework is linked to class work and the National Curriculum. While predominantly linked to the learning of literacy and numeracy, tasks set will not necessarily be of a formal, pencil and paper style. Tasks may include reading, learning of tables and spellings, completion or extension of class work, additional research, collecting information, investigations. Homework is marked according to the school's Marking and Feedback Policy. Homework completed well is acknowledged and praised.

- For children in the Reception class and Key Stage One, homework will mainly consist of daily reading with parents (about 10 minutes). They will also have phonics or spellings to learn and a maths activity each week.
- Children in Years 3 and 4 will have daily reading (10 – 15 minutes), a weekly spelling activity and maths or literacy activities. They will also have occasional topic assignments.
- Children in Years 5 and 6 will have a regular weekly schedule of reading (15 – 20 minutes daily), writing and mathematics together with occasional topic assignments.

It is expected that, up to Year 4, parents will work with and support their children when doing homework. From Year 5 onwards, children will increasingly be expected to do their homework on their own. This will help them to prepare for the demands of secondary education.

Every effort will be made to ensure that homework set is appropriate for individual children and does not demand too much or too little from children

Cavendish Primary School – Homework Policy

and their parents. However, homework tasks will normally be easier than those set in class. Teachers will ensure that homework is regularly marked and feedback given to pupils.

Recommended times for homework

The Government's recommended time allocation for homework, based on current good practice, (*Homework: Guidelines for Primary and Secondary Schools*) is as follows:

Years 1 & 2	1 hour per week	Reading, spelling, other literacy and number work
Years 3 & 4	1.5 hours per week	Literacy and numeracy as for Years 1 & 2, with occasional assignments in other subjects.
Years 5 & 6	30 minutes per day	Regular weekly schedule with continued emphasis on literacy and numeracy, but also ranging widely over the curriculum.

The daily reading recommended by the government for all primary children can be done as part of the homework.

READING

Regular reading practice is an essential part of the homework schedule. Children should read with an adult at home every day. They are given reading books each week to share with parents at home. Children are also given a reading / homework diary in which parents are asked to record comments on their child's progress. Staff will check the reading record book / homework diary regularly, decide the correct level of reading book and make comments in the record book. **(see Appendix B)**

ICT

For some homework assignments, particularly for older pupils, pupils may make use of ICT to research and present their work. The school monitors those pupils who do not have access to ICT at home and will ensure that such pupils are not disadvantaged.

Children with special needs

Homework set is differentiated to reflect the different ability levels within the class; this may be through the setting of different activities or differing expectations of outcome. From time to time, pupils with special needs may be set additional or different homework, in order to reinforce a particular skill or

Cavendish Primary School – Homework Policy

area of learning. Homework may also be set by a support teacher or teaching assistant.

Homework Club

The school provides a homework club for pupils who do not have access to ICT or to a quiet working environment at home.

Monitoring and Evaluation

The homework policy will be promoted throughout the school, made available to parents and carers and its implementation and effectiveness will be regularly reviewed. It is the responsibility of the headteacher and the senior management team to monitor its implementation and to report to the governing body.

Anne-Marie Inwood

Autumn Term 2006

Review Date: 2011

Cavendish Primary School – Homework Policy

APPENDIX A

YEAR R

- daily reading
- sight reading words as appropriate to the child
- sound sheets (Jolly Phonics) sent home as they are learnt in school
- occasional activities connected with topic (e.g. children asked to bring in an item)
- Holiday tasks given include a maths activity, a literacy activity and one other

YEAR ONE

- daily reading
- weekly spellings
- handwriting
- literacy / maths alternate weeks
- foundation subject or science activity

YEAR 2

- daily reading
- weekly spellings
- weekly handwriting
- weekly maths
- **either** foundation subject or science activity connected to class work
- **or** literacy activity connected to genre being taught

YEAR 3

- daily reading
- weekly spellings
- weekly maths
- **either** foundation subject or science activity connected to class work
- **or** literacy activity connected to genre being taught

YEAR 4

- weekly reading
- weekly spellings
- weekly maths
- foundation subject or science activity connected to class work

YEAR 5

- daily reading
- weekly spellings

Cavendish Primary School – Homework Policy

- weekly maths
- foundation subject or science activity connected to class work

YEAR 6

- daily reading
- weekly maths
- weekly science
- weekly writing
- regular spelling

APPENDIX B

HELPING YOUR CHILD WITH READING

Parents play a vital role in helping their child to read.

Cavendish Primary School Homework Policy expects that all children will read with an adult at home every day. Each child has a reading record book or homework diary that parents should use to record their comments and observations about their child's reading.

From a very young age children enjoy sharing books with adults. Reading a story to a child helps them to feel loved, to understand the structure of stories and to experience excitement and adventure in a safe environment. Even fluent readers enjoy being read to.

It is also important to hear your child read.

In the Early Years this progresses from discussing the pictures, modelling reading the words and talking about the text to recognising sounds, words and phrases.

As children become more fluent in their reading the adult's role changes, the child reads more independently, with the parent discussing the book and checking understanding of key vocabulary and comprehension of the text. Ask your child questions about the book, such as what has happened so far, what may happen next or what information they recall. Encourage your child to be aware of punctuation and how it helps to make sense of what they are reading. Also encourage children to read with expression, varying the tone of their voice.

Another important role of the parent is to show they enjoy reading by being seen to read for pleasure themselves. This shows children that reading is valued within the family.