



## ST LAWRENCE CHURCH OF ENGLAND PRIMARY SCHOOL

### **Let Your Light Shine.**

“Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

**Matthew 5:14-16**

## **Homework Policy and Guidance**

### **January 2020**

**Date of next review: January 2021**

**Governor Responsibility: Learning and Outcomes  
Committee**

## **1 PRINCIPLES**

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework. At St Lawrence Primary School we believe that homework is an important and integral part of helping your child to deepen their learning and achieve well at school. When parents take an interest in and learn with their child, they are clearly demonstrating that they value what their child is learning at school. It is well known that children whose parents engage in this way generally make better progress and achieve higher standards at school and beyond.

## **2 RATIONALE**

Homework is an important part of a child's education, and can add much to a child's development. We see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners; whilst homework activities for the youngest pupils is assumed to be a joint enterprise between parent and child, we would expect that parents gradually encourage children to complete their homework independently as they progress through the school. This is not to suggest that parents do not engage, ask questions, observe and support children as they work.

We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

## **3 THE AIMS OF HOMEWORK**

- to enable pupils to make maximum progress in their learning
- to help pupils develop the skills of an independent learner
- to promote cooperation between home and school in supporting each child's learning
- to enable some aspects of the curriculum to be further explored independently
- to provide educational experiences not possible in school
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons
- to help children develop good work habits for the future.

## **4 THE ROLE OF PARENTS AND CARERS**

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do

their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If neither this Homework Policy & Guidance, nor the class teacher can answer their concern, parents or carers should contact the Deputy Headteacher.

## **5 WEEKLY HOMEWORK TASKS**

The most important and beneficial activities are the following ongoing homework tasks that parents can support their child to complete:

- Daily reading
- Spellings
- Practising 'times tables' and associated maths facts

In addition to this, in Key Stage 1, the children will also be set a weekly maths homework linked to the work that they have been doing in class. This will be set on a Thursday and expected to be returned to school completed by the following Tuesday.

In Key Stage 2, the children will have a weekly maths and English homework set linked to the work they have been doing in class. This will be set on a Thursday and expected to be returned to school completed by the following Tuesday.

## **6 TERMLY TOPIC / CURRICULUM TASKS**

Every half term your child's class Knowledge Organiser will be sent home. This outlines the topic and areas of learning that your child will cover throughout the half term and ideas for how you can support at home.

Alongside the Knowledge Organiser, your child's class teacher will suggest a range of Family Challenges and an outline expectation of how much to select and complete. There will be a range of tasks allowing pupils to choose a way of presenting their independent home learning. For example, it might be an art or design project, and piece of written work or a video report. We recognise that children have individual learning styles, which means they can play to their strengths. It is also good to encourage your child to try a range of styles in presenting their homework.

## **7 AMOUNT OF HOMEWORK**

The Government recently removed the guidance on how much time should be spent on homework, and as the definition of homework includes reading, this needs to be flexible. The following may be a useful guide but is by no means rigid:

- In Foundation Stage children are asked to practice their reading and other skills for a short time each evening, or may be asked to bring something from home that relates to a school topic

- In Key Stage 1, pupils could spend approximately one hour a week on home activities (for example, 10 minutes each day for 6 days)
- By Lower Key Stage 2, children could spend approximately one and a half hours on homework type activities per week (for example, 15 minutes each day for 6 days, or 10 minutes each day for 6 days plus an additional half hour at the weekend)
- In Upper Key Stage 2, pupils will benefit from longer periods spent on homework and Year 6 pupils in particular will be set work in preparation for their SATS

These are just guidelines. If your child is deeply engrossed in their homework task, then they may well choose to spend more time on a topic, but it is important that, once the key weekly tasks are complete, that homework remains a source of interest and enjoyment, and not a chore.

### **Please Remember**

It is important to hear your child read regularly, but also reading to your child is an excellent way of developing vocabulary and imagination, which have a positive impact on writing skills.

## **8 INCLUSION AND HOMEWORK**

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who have special needs, we refer to those pupils' Additional Support Plans (ASPs).

We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings. Where special events, celebrations or festivals clash with regular homework tasks, time with the family should take priority.

## **9 USE OF ICT**

The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet.

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by copying, pasting and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning.

We discourage children from bringing computer memory storage / usb sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school.

## 10 SUBJECT SPECIFIC GUIDANCE

### **Reading**

Parents are asked to read with their Early Years and Key Stage 1 children every day to help them develop a love of books and stories and help them to grow in confidence. By Key Stage 2 many pupils are reading and recording by themselves, but parents are still asked to discuss the books with their children, to develop their comprehension and interpretation skills.

When you hear your child read or share a book with them please date, sign and make any comments in their reading diary or Planner.

We encourage you to read a variety of books and texts and print with your child, as well as their school “reading” book; please include poems, stories, non-fiction, newspaper articles, plays and signs and information when out and about at the park or in town. It is also important for your child to see and hear you reading both to them and to yourself. (Remember to include expression or changing your voice for different characters; this helps model good expression which is an essential skill for good readers.)

Apart from reading texts together it is often helpful to practice sight vocabulary or “key words” so that they become fluent and help with general reading development.

### **Spellings**

We ask parents to help their child learn spellings at home for a weekly test. All children are given an appropriate number of words to learn each week. Words are chosen for each year group and stage of development and some words will be repeated to enable children to commit these to their long term memory. If children are consistently spelling words incorrectly in their independent work, this indicates that they need further practice as the correct spelling of these words has not yet become automatic.

### **Maths**

You will notice that the methods that children learn in school now are often quite different to those adults were taught at school. You will appreciate how confusing it can be for a child to be given conflicting messages from home and school about how to tackle a calculation. There is a Calculation Policy available to all parents, however, any Maths work sent home, other than times tables / maths facts, will generally include a worked example to show how the calculations are completed.

We also encourage you to use Maths in everyday life. The practical application of skills will enable children to use and apply the skills they are learning in real contexts and this will deepen their understanding of key concepts.

There are a lot of activities you can do at home to support your child. Here are some ideas to get you started:

- Counting real and imaginary items ( eg on car journeys and visits to the shops)
- Rote-counting/chanting in ones and bigger steps such as 2s 5s and 10s, and start at different numbers, also don't forget to practise counting backwards!

- Learning tables and number bonds (such as 1+9, 2+8 etc). Chant, write down, make displays/posters etc, and test in order and at random (this usually starts in Yr 1). There are also some commercially available Tables CDs which you may like to buy and play in the car.
- Telling the time- both analogue and digital clocks are important
- Cooking -estimating, measuring, weighing skills will all be developed, play dough and pastry are great too!
- Sand and water- comparing, filling, pouring and emptying into different sized containers
- Board games-e.g. Ludo, Scrabble, Monopoly, Chess, Draughts, are all good for developing key mathematical skills
- Online games and websites eg Woodlands School website, ICT games, BBC CBeebies, etc.

## 11 MONITORING AND REVIEW

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Our homework policy is reviewed annually by the staff and head teacher and we encourage parent feedback as part of this process.

*We hope this guidance helps to clarify our expectations with regards to homework. Please do not hesitate to talk to your child's teacher if you need more explanation.*

***NB Homework should be an enjoyable experience for all concerned. If at any time it causes you or your child any stress please come and talk to your child's teacher.***

Signed: .....  
Chair of Governors

Date: .....  
Date of next review: January 2021