

CHOWBENT PRIMARY SCHOOL

Homework Policy



Date policy agreed by Governing body:

___/___/___

Signed _____ Chair

Date for review:

___/___/___

Chowbent policy on homework

Introduction

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 teacher, parents or carers to support children's learning.

Rationale

Her Majesty's Chief Inspector of Schools noted in that homework "is important at all stages of a child's education".

Education research shows clear evidence of a link between high achieving schools and those schools spending more time than other schools on home learning activities.

The Government have published (November 1998) guidelines on the amount and type of homework schools should be setting.

This policy is a direct response to those guidelines.

The amount of homework set is in line with these guidelines.

The School Standards and Framework Act of 1998 requires schools to draw up home-school agreements, covering homework, for implementation from September 1999.

Purpose:

We aim to:

- extend and support the school curriculum, through reinforcement and revision
- ensure progression towards independence and individual responsibility
- ensure children clearly understand what is expected of them
- improve the quality of learning offered to children
- provide opportunities for parents, pupils and school to work in partnership
- improve school standards in numeracy and literacy specifically
- prepare year 6 children for secondary transition

General Principles: At Chowbent we believe homework:

- requires the co-operation of parents
- should be firmly rooted in current curriculum work
- should gradually increase in complexity and quantity as children get older

Responsibilities: It is the responsibility of the:

- **teachers** to set regular homework in accordance with the agreed schedule below, to ensure homework is related to current curriculum work,

to ensure parents receive a termly plan of work, to ensure pupils and parents receive adequate feedback about homework during parent-teacher meetings.

- **child** to ensure homework is completed neatly, on time and returned to the teacher at the appropriate time.
- **parent** to support the school's aims in respect of setting homework. Parents are expected to support the school's policy by offering guidance and support to their children.

Specifically, we ask parents to:

- Listen to their child read regularly
- Practice multiplication tables with their child regularly
- Practice and rehearse number bonds regularly with their children
- Ensure children learn their weekly spellings, where set
- Ensure children learn to read and spell independently their keywords, where set
- Ensure school books and textbooks are looked after and always returned to school
- Provide an appropriate working/study environment (i.e. somewhere quiet)
- Ensure children "spread out" their homework over two, three or four nights – i.e. *little but often*.

For further details of examples of homework and *where set*, see appendix 1

Use of ICT

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, by editing or expressing in their own words what they have found. Children achieve little by downloading or copying and pasting text that someone else has written.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to sites that will support children's learning. Parents and carers are advised to always supervise their child's access to the internet.

Monitoring and review

A named member of staff is responsible for coordinating and monitoring implementation of this policy. We allocate time for this vital task. The coordinator uses this time to inspect samples of the children's work and teachers' planning.

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. Parents and carers complete a questionnaire each year, and during the school's OfSTED inspection, and our governing body pays careful consideration to any concern that is raised.

Additional

During school year 2012-13 we have introduced a new initiative called IMPACT (Inspiring and Motivating Parents And Children Together). This is run in phases in Key stage 2 and years in Key stage 1. Each half term parents are invited in for a 30 minute session where they learn the way we teach a particular skill in English or maths. Following this there are homework tasks sent home weekly for the rest of that half term. We alternate between English and maths each half term. We assess the children at the start and end of each half term so we can measure the impact.

Appendix 1

Reception

In Reception at Chowbent homework can be:

IMPACT homework

Reading books linked to guided reading books

Books to share

Initial sound practice

Key word reading and spelling

Handwriting

Maths games

Key stage 1

During key stage 1 at Chowbent homework can be:

IMPACT homework

School reading scheme books and reading books linked to school guided reading books to be read daily

Spellings of key words and phonics to be practised daily

Reading comprehension exercises sent weekly in year 2

Maths linked to weekly maths topics sent weekly in year 2

Writing based on class topics sent weekly in year 2

Key stage 2

During key stage 2 at Chowbent homework can be:

IMPACT homework

Weekly comprehension exercises

Maths based on weekly topics

Spellings to take home and learn for weekly spelling tests

School reading scheme books, to be read daily

Handwriting sent when needed

Mathletics – internet based maths activities set regularly and monitored

Learning logs based on topic work

