



MEADOW PRIMARY SCHOOL

Homework Policy

Rationale:

Homework aims to involve parents in a collaborative effort with the school to help each child to consolidate previous learning, develop independent work, study and research skills.

Aims:

- To extend, consolidate, reinforce and enrich each child's learning experience.
- To develop study and research skills.
- To develop good work habits and a self motivating, positive attitude to study.
- To develop independence and individual responsibility
- To develop organisational and time management skills.
- To provide opportunities for parents, children and the school to work in partnership.
- To ensure that parents / carers are well informed about what their children are expected to learn and of their role in supporting them (See Parents' Guidelines).

All homework will be:

- Educationally appropriate
- Interesting and where appropriate, open ended
- Balanced with a range of recreational, family and cultural activities
- Purposeful, meaningful and relevant to the curriculum

Guidelines: (See Parents' Guidelines)

- All children have a homework book; tasks completed on sheets are glued neatly into it.
- Homework is sent home and returned at the agreed time. (A 'code' may be given for incompleteness of homework if no sufficient note is received by a parent. They will be expected to complete it for the following day or asked to complete it in Homework Club).
- Homework tasks are usually differentiated and are discussed in class so all children have a clear understanding.
- Expectations for homework presentation follow the Presentation Policy.
- Every parent receives a copy of the Parent Guidelines.

Homework Guidelines for Parents

Learning is a part of everyday life and it is important to take every opportunity to learn together. Parents should feel free to extend their child's interests in any number of ways - having books and magazines around the house, encouraging the watching of suitable television programs and using the internet.

Going out together e.g. to a library, museum, shopping or walking to school are all valuable learning experiences. Children's language development is key to a child's development in all areas. Children need lots of opportunities to listen, talk and ask questions.

Play is integral to the learning process. It is important for children to have time to play with friends and on their own. Children learn to make sense of the world and develop their social skills and language through play.

Homework:

Homework should be valued and it is important for parents as well as teachers to explain to children how it helps their learning.

Home learning should always take place in a relaxed, quiet and positive environment. Parents are encouraged to take an active interest in their child's homework, providing guidance where needed, whilst ensuring they are still doing the thinking and the work. Parents will be advised if a child has continual difficulty in submitting homework by the due date, or is disregarding homework requirements.

If your child's attitude to home learning is not positive and there are problems of motivation, then you should talk to your child's class teacher immediately so that a solution can be found. Children will always be given more than one evening to complete homework so that there is time to seek extra clarification or support from the teacher if needed. Homework Clubs run to support children at school and provide access to computers etc.

Homework Guidelines for each Year Group:

Reception:

Parents should spend 10 minutes each day with their child reading and discussing their books with them and learning key words and sounds. Guidance is outlined in the Reading Booklet and is discussed in the children's first term in school. Parents should aim to read to their children each day, making this a part of the bedtime routine is especially successful. Regular visits to the library enable children to experience a wide variety of good literature.

Home to School books are sent out every two weeks with two activities, one being an English focus and one being a maths focus. Children practise the formation of letters in weekly handwriting tasks.

Year 1:

Parents should spend 10 minutes each day reading with their child. It is important to read and talk about stories to children and encourage them to discuss plot, character and setting to develop their comprehension skills. Regular library visits enable children to experience a wide variety of good literature.

A topic, maths or English activity is set each week on a Friday and is to be handed in on a Tuesday. Each child has a homework book. Sometimes work is completed in school and sent home for the parent and child to discuss/complete.

Half-termly spelling lists are given out with the words for children to learn each week and they are tested on a Friday.

Year 2:

Parents should spend 15 minutes each day listening to and supporting their child with their reading. It is also important to read and talk about stories to children and encourage them to discuss plot, character and setting to develop their comprehension skills. Regular visits to the library enable children to experience a wide variety of good literature.

Spellings will be sent home at the start of the half term. Children need to look, say, cover, write and check each word. Parents are encouraged to help their children to build a sentence with each spelling.

A topic, maths or English activity is set each week on a Friday and must be returned by Tuesday.

We ask that parents/carers stick the homework sheets into the homework books if it has not already been done.

Children may be asked to gather additional information or materials to support classroom activities or extended research projects. Any extra requests are communicated through newsletters.

Years 3 & 4:

Choice homework is given out at the beginning of each half-term, which consists of 20 activities for the children to choose from, based on 5 curriculum areas:

- Literacy & Communication
- Maths & problem-Solving
- Science & the Outside Environment
- Humanities & Citizenship
- Creative Arts

The activities are linked to that half term's topics. Children are to select a minimum of 5 activities (one from each curriculum area) and aim to spend an hour on each. Children are to hand their homework books in half way through the term to enable teachers to check and mark their learning and then all activities are given in to be marked at the end of the half term.

Alongside choice homework, children are expected to read at least 4 times per week, practise their x tables and learn spellings for a weekly spelling test on a Monday. Spelling lists are given out each term.

Year 5:

Choice homework is given out at the beginning of each half-term, which consists of 20 activities for the children to choose from, based on 5 curriculum areas:

- Literacy & Communication
- Maths & problem-Solving
- Science & the Outside Environment
- Humanities & Citizenship
- Creative Arts

The activities are linked to that half term's topics. Children are to select a minimum of 5 activities (one from each curriculum area) and aim to spend 1 – 1 ½ hours on each. Children are to hand their homework books in half way through the term to enable teachers to check and mark their learning and then all activities are given in to be marked at the end of the half term.

Alongside choice homework, children are expected to read at least 4 times per week, practise their x tables and learn spellings for a weekly spelling test. Spelling lists are given out each week.

Year 6: English set on a Tuesday, handed in Friday
Maths set on a Friday, handed in on Tuesday

- 20 min reading daily.
- 10 min spellings daily – spellings given out on a Monday and are tested on a Friday.
- 45 min English or EGPS (spelling, punctuation and grammar) related activity.
- 45 min maths assignment each week.
Revision for end of year tests as necessary.
- Sometimes work is completed in school and sent home in the book for the parent and child to discuss/complete.

Special Educational Needs:

Homework tasks will:

- Have a clear focus and time – guideline.
- Give lots of opportunities for ‘pupils to succeed’.
- Be varied and not purely written tasks.
- Support the child’s individual targets where appropriate

NOTE:

The DfES suggested time allocation for homework is:

Years 3 & 4 – approximately 1hr 30min per week.

Years 5 & 6 – approximately 2hr – 2hr 30min per week.

These times are a guide only. Some children may complete tasks more quickly than others. Parents may wish to extend activities if they feel it is appropriate for their child. If a child is finding a task difficult the parent may wish to adjust the task e.g. by using smaller numbers or may wish to consult with the class teacher for clarification.

Review of Policy:

This policy will be reviewed every three years.

The date of the next annual review will be January 2022.

Agreed – January 2019