



*Providing the keys to success for every child*

## Whole School Policy on:

# Homework

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**Kent County Council**

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## 1 Introduction

### 1.1 Responsibility for Policy

Teacher with responsibility: **Mr M Cowell**

The school regards homework as an important part of an effective learning process. As such, all children will be given homework on a regular basis.

Homework is now not statutory; however at Palm Bay Primary School we will continue to provide homework to children.

### 1.2 The Principles of the Policy

- **The support of parents/carers in the education of their child is of paramount importance** and it is the duty of the school to harness this support to the full. Homework offers the parents/carers the opportunity to play a full and active part in the education of their child(ren).
- **This support needs to be informed** so that there is consistency between parent and school in the input into the child resulting in real quality. In this respect the school has an ongoing programme which aims to inform parents as to how key subjects and subject areas are taught and how they can best support their children in harmony with the school.
- **There is a need to ensure that the child's learning environment is extended beyond the school and into the home with reference to areas which are in need of reinforcement and consolidation to a degree which is not possible within the 'normal' school day.** Homework will be essentially consolidation and reinforcement. Homework which 'breaks new ground' may feature from time to time, but teachers will exercise considerable caution in this respect.
- **Homework, when used effectively, enhances the learning process and further develops within the child the positive attitudes to learning.** All homework should be given with this in mind and should therefore always be achievable and, as appropriate, offer the essential degree of challenge.
- **The development of the 'whole child' requires that time and opportunities are available to develop socially, physically and emotionally as well as academically.** The development of the 'whole child' requires a balance between play and work. The demands of homework will not compromise the child's opportunity to play at home.
- **The policy pays due regard to the equality of opportunity for every child.** The homework programme should not significantly disadvantage or advantage any child. It stands as a basic framework of minimum requirements.



- **All work completed at home must receive the appropriate level of attention from the teacher and with the minimum time delay.** This clearly has implications on the quantity and nature of any 'extensions' to the programme; the practicalities of exceeding the requirements of the programme must be given due consideration by the teacher. In essence, if it places unreasonable demands upon the teacher to mark the homework properly and without undue delay following submission by the child, it should not be set.

## 2 The Purposes of Homework

- To encourage pupils to develop the skills, confidence and motivation to study effectively on their own and to develop the love of learning;
- To provide opportunities to consolidate and reinforce the knowledge, skills and understanding developed at school - primarily literacy and numeracy; and
- To provide opportunities to extend learning in key curricular areas.

## 3 Roles & Responsibilities

### 3.1 The Role of the Teacher

The teacher will:

- set the homework according to the programme ensuring that the demands are manageable;
- provide appropriate levels of differentiation to ensure that for each child the work set offers the necessary degree of achievable challenge;
- carry out measures to ensure that the homework has been done;
- mark the homework. Work handed in late and without good reason (particularly that which has been set three or four days earlier) may not be marked as promptly as work handed in on time;
- provide feedback to the child so that parents may be informed regularly;
- inform parents/carers without delay when there is concern over the completion of homework;
- provide feedback to parents at 'Parent Consultations' on the child's progress and success with homework.



### **3.2 The Role of the Parent/Carers**

The role of the parent/carer is of paramount importance in the full and effective implementation of the homework policy.

The focus will be on the following aspects:

- Developing and sustaining positive attitudes to learning;
- Providing the right environment for the effective completion of homework - a reasonably peaceful place with the minimum of distractions;
- Striking the balance to meet the needs of the 'whole child' - the balance between play and work; an appropriate level of involvement - i.e. helping the child but not doing the work for them; providing quality support;
- Ensuring that deadlines are met.

If parents/carers have any concerns, please speak to the Class Teacher.

A central element of the policy is the Home-School Agreement.

## **4 Home-School Agreement**

The school undertakes to provide homework according to the programme and to carry out the necessary follow-up activities:

- marking and testing (where appropriate)
- for as long as the individual child applies himself/herself appropriately to completing the homework

*\* Parents/carers are made aware of the need to comply with this agreement.*

## **5 The Programme**

The programme/timetable has been drawn up so that there is a strong degree of consistency and progression throughout the school. It also recognises the need to prepare our older children for the demands of homework in the secondary school.

In drawing up this programme we have considered the following:

- the basic principles detailed above;
- what areas are in need of regular reinforcement and consolidation;
- what aspects of the child's education are likely to benefit most from support at home;
- which aspects are parents/carers best able to support;



The programme focuses sharply on the basics, it is essential that:

- the homework given is achievable and manageable whilst offering an appropriate degree of challenge to the individual; and
- the time required to complete the homework is reasonable and does not impinge upon the opportunities for the child to engage in play and other socialising activities.

The programme places what the school requires as appropriate demands upon the child in each class/year group. These demands should be seen in the context of the whole learning process which requires appropriate levels of play and opportunities for social, emotional and physical development.

## **6 Special Educational Needs (SEN)**

The homework set will be differentiated or specifically set for the child with special needs. Normality is the aim and it is the schools intention that the SEN child does as much in common with his/her peers as possible. Differentiation can be achieved in a number of ways and may not manifest itself in the provision of different homework.

## **7 Review Date**

This policy will be reviewed bi-annually (every odd year) during Term 5.

The next date for review is: Summer Term 5, 2015.

## **8 Appendices**

**Appendix A – Homework Guidelines (pages 5 – 7).**



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reception</b>	<ul style="list-style-type: none"> <li>Phonics</li> <li>Reading</li> <li>Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Phonics word book</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Phonics word book</li> </ul>	<ul style="list-style-type: none"> <li>Phonics word book</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Phonics word book</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> <li>Piece of maths, language or topic work</li> </ul>
<b>Year 1:</b> Reading books are changed 3 x weekly Spellings are issued 1 x weekly					
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> <li>Language work, maths investigation, N.C. or topic related work</li> <li>Numeracy strategy reinforcement work as appropriate</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> <li>Times tables</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> <li>Times tables</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> <li>Times tables</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> <li>Times tables</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> <li>Times tables</li> <li>'My Maths' or literacy based homework</li> </ul>
<b>Year 3/4</b>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> <li>Times tables</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> <li>Times tables</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> <li>Times tables</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> <li>Times tables</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spellings</li> <li>Times tables</li> <li>Literacy/Numeracy related to classwork project (after Christmas)</li> </ul>



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> <li>• 'My Maths'</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> <li>• Literacy work related to work covered in class</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> <li>• 'My Maths' or Literacy work related to work covered in class</li> </ul>
<b>Year 5/6</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> <li>• 'My Maths'</li> </ul>
<b>Year 5/6:</b> Mountain Project Terms 1 & 2. Booster Packs Terms 3 & 4.					
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> <li>• 'My Maths'</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spellings</li> <li>• Times tables</li> <li>• 'My Maths'</li> </ul>
<b>Year 6:</b> Half termly projects – World War II (Term 1) – St. Lucia (Term 4)					

Any reference to tables is a reference to all aspects of the learning of multiplication facts.

## Time Allocation Key Stage 1

These times are recommended and should not be regarded as binding. All times recommended are per day:

**Reception year** - 10 minutes for reading and 10 minutes for other activities

**Year 1 & Year 2** - 15 minutes for reading and 15 minutes for other activities

**Year 3 & Year 4** - 20 minutes for reading and 20 minutes for other activities

**Year 5 & Year 6** - 20 minutes for reading and 30 minutes for other activities





## Key Stage 2

### Year 3 Owls

The teacher sets one additional piece of work which could be either Numeracy or Literacy on a Friday.

### Year 3/4 Kookaburras

Over the week the teacher sets one additional piece of work which could be either Numeracy or Literacy.

### Year 4 Magpies

Over the week the teacher sets times tables and spellings, which are tested/checked the following week.

Literacy/writing homework is also set every two weeks. Details of all the terms tasks are in the front of homework folders with dates they need to be given in by. 'My Maths' is also set and checked weekly or fortnightly.

### Year 5 Jays

Over the week the teacher sets 'My Maths' or a Literacy task. The precise amount is at the teacher's discretion and depends upon the work completed in class.

### Year 5/6 Sparrowhawks

Over the week the teacher sets spellings, times tables and 'My Maths', which are tested/checked the following week. Three reads are also set per week, which are checked fortnightly.

Year 5/6 are also given two projects which need to be completed at home over the course of the year.

### Year 6 Kingfishers

Over the week the teacher sets 'My Maths (two activities) and spellings which are tested/checked the following week.

Year 6 are given half termly projects which need to be completed at home.

Year 6 are also given additional Easter homework of "10 for 10"; being 10 questions a day (10 minutes) for 10 days. This is for SATs Maths preparation.