



Lea Valley Primary School

Homework Policy 2016/17

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Introduction

At LVS the homework policy statement will ensure that:

- There is a consistency of approach throughout the school
- Staff are clear about the school expectation for homework in each year group
- Parents/carers have a clear understanding of what is expected from them and their children
- There is a progression towards the development of pupil independence and individual responsibility for their learning

The aim of homework at LVS is to enhance pupil learning and promote academic achievement through the partnership between home and school. It will:

- Improve the quality of the learning experience offered to the pupils
- Extend and support the learning experience through reinforcement and revision
- Provide opportunities for parents, pupils and the school to work in partnership
- Provide opportunities for children to share and enjoy learning experiences with their parents
- Encourage children to develop long-term strategies for their future learning needs
- At Years 5 & 6, to prepare children for transfer to their secondary school

The Purpose of Homework

Regular and appropriate homework will allow parents to become involved in the education of their children. It will exploit opportunities for learning, of all kinds, at home. It will extend school learning and allow pupils to make greater progress.

At LVS, teachers will set homework for a variety of reasons. These will include:

- Consolidating and reinforcing skills and understanding developed at school, particularly in Literacy and Numeracy
- Practice of specific skills, ie. learning by 'doing'
- Learning and memorising factual knowledge
- Extending school learning, eg. through investigations, additional reading

- Developing good habits, which will foster high standards as well as encourage independence

As children progress through the school, the purposes of homework will change.

However, ALL children should read EVERY DAY.

FS/KS1

The key purpose is to develop a partnership with parents/carers through active involvement in their children's learning, eg. through reading together, playing simple games, learning spellings and number facts, practice of key skills and talking about their learning.

KS2

The skills of independent learning will start to be developed. By the time children reach Year 6 the homework programme will cover a wider range of tasks and curriculum content, with a regular weekly schedule, to ease the transition to secondary school.

The Amount and Type of Homework

For homework to be successful, it must be manageable for all involved, ie. staff, pupils and parents.

The main focus of homework at LVS will be on Literacy and Numeracy. The amount and type of homework will vary according to the age of the pupil. The table below outlines recommended amounts and types of activities for year groups, in line with Government recommendations.

However, it must be stated that at LVS the value of the homework activities is far more important than the precise amount of time spent on them.

EVERY CHILD SHOULD READ FOR AT LEAST 10 TO 20 MINUTES PER DAY DEPENDING ON AGE.

Year Group Recommended Time Range of Activities

R

10 minutes daily Literacy and Numeracy

Y1 & 2

15 minutes daily Spelling and other literacy work.
Numeracy work

Y3 & 4

20 minutes daily Literacy and Numeracy as for Y1/2. Occasional assignments in other subjects.

Y5 & 6

40 minutes daily Regular weekly schedule with continued emphasis on Literacy and Numeracy, but also ranging across curriculum, e.g. science.

The Homework Timetable

Each year group will have a weekly timetable for homework, which will be communicated to parents at the beginning of the school year. It may be updated termly.

It should be clear that timings are for guidance only. Every effort will be made to set differentiated work, but inevitably there will be some pupils who will work more quickly than others.

During one week class teachers will send a balance of Literacy and Numeracy tasks. An example of a timetable follows:

Day	Subject	Type of Activity
Monday	Literacy	Spellings to be learnt
Tuesday	Numeracy	Basic skills practice
Wednesday	Literacy	Sentence level work, e.g. related to grammar and/or vocabulary.
Thursday	Numeracy	Numbers and facts to be learnt.
Friday	Literacy or	This could be alternated between Literacy

	numeracy	& Numeracy on a fortnightly basis, e.g. Literacy – A book review or comprehension. Numeracy – A maths puzzle or investigation.
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Some tasks, such as learning number facts or spellings, are best practised 'little and often'. Class teachers may advise parents to spend a few minutes each day on such learning tasks, but will inform them which day of the week such lists/activities will be brought home and when children will be assessed or tested.

The Type and Range of Homework Tasks

THE TYPE AND RANGE OF HOMEWORK TASKS WILL DEPEND UPON THE AGE OF THE PUPILS.

For example, in Reception the emphasis will be on very basic skills such as practising correct letter formations for handwriting, learning key sounds and words, simple sentence work and book sharing activities, along with practical counting and number activities.

Older KS2 pupils may have a more varied range of tasks, eg. weekly science tasks to reinforce work done in class.

However, it is very important that parents know what to expect, when to expect it and how they may help. This information is communicated to parents in the letter sent out at the beginning of the school year and is reinforced at a meeting for parents in September.

Targets for Pupils

At LVS, teachers set appropriate targets for their pupils each half-term. These targets are linked to the work being done in class in Literacy & Numeracy. The targets are communicated clearly to pupils and their parents. Homework tasks are linked to the targets to help pupils work towards achieving them successfully.

Pupils are assessed each half-term to see if they have successfully achieved their targets.

Teachers assess pupils in a variety of ways, such as:

- Simple tests
- Work in the classrooms
- Oral activities
- Marking of homework

The form the assessment takes will depend on the nature of the target, the type of activity and the age of the pupil.

The Role of Parents

Parents have a very important role in supporting their children with homework; staff recognise the need for their support and will encourage them to become involved.

At the beginning of the school year, class teachers will inform parents of the following:

- The homework timetable
- Practical details, ie. homework diaries, folders, books
- Expectations of standards
- Details of how they may support their children

Each half term class teachers will inform parents of the following:

- Their child's targets for Literacy and Numeracy
- How the targets will be assessed
- Whether or not their child has successfully achieved their targets

Pupils with SEN or EAL

Teachers try to match the homework to meet the learning needs of SEN and EAL. The SENCo and EAL staff provide guidance and support to their pupils and their class teachers, particularly in terms of devising appropriate and clearly defined targets.

EAL staff will be responsible for providing translations of letters and half-termly targets after discussion with class teachers.

Rewards and Sanctions

Children who complete their homework will be rewarded.

If children have met their half-termly targets, they will be presented with an 'Excellence' certificate and/or a merit sticker. For children who have completed their homework tasks, but have not met their targets, a 'Good Effort' certificate will be presented in recognition of their efforts.

Teachers will keep a simple record of homework completed. Parents will be informed if homework tasks are not completed. How this will be done will depend on the age of the pupil. For younger pupils, it may be more appropriate to speak to parents quietly at the classroom door at the beginning or end of the school day. For some pupils, teachers may prefer to make a telephone call or send a letter to parents.

Older pupils, who are required to be more independent and develop responsibility for their homework, may incur other sanctions as deemed appropriate by the class teacher.

However, the pupils will be made fully aware of the consequences of not completing their homework by their teacher, eg. completing work in their break times, a telephone call/letter to their parents. It is hoped that such problems would not arise if parents, particularly of Year 5 and Year 6 pupils, are very clear about the homework timetable and expectations.

Homework will always be discussed with parents at the parent consultation evenings.

Monitoring

This will be the responsibility of the HT and the DHT aided by the core subject postholders. Its effectiveness in meeting the stated aims and its manageability for staff, parents and pupils will be measured in the following ways:

Yearly monitoring of timetables

- year group review
- impact on standards as measured in end of year tests and SATs results
- pupil and parent questionnaires

Termly check homework diaries

- check homework folders/books for examples and standards of work

- discussion with HT/DHT
- feedback from parents/pupils
- check records of completed homework

Half-termly - targets set for pupils

Conclusion

This policy has been developed to provide clear guidelines about homework for parents and staff at LVS. It should help to ensure that all those involved in the children's education have the same high standards of expectation and work together to raise standards of achievement.

Homework Responsibilities

LVS believes that education is a partnership between home and school. Both home and school have responsibilities and parents are encouraged to support pupils with their homework. Such interest and support will always enhance the children's learning.

At school, staff will try to:

- set a realistic and manageable weekly homework timetable
- provide a range of tasks to meet half-termly targets
- provide tasks which are realistic in terms of time available and the abilities of pupils
- provide tasks related to work being done in the classroom
- give appropriate feedback on homework
- keep a simple record of tasks completed and discuss homework with parents at consultation evenings
- give guidance on how to help pupils at home

At home, parents can help by:

- providing a suitable place where a pupil can do their work with support or independently (depending on the age of the pupil)
- spending some time each day reading and enjoying books with their child
- making it clear that they value homework and support the school policy
- taking an interest in the homework, encouraging pupils and praising them when work is completed

- making sure that all homework activities are done
- completing homework/reading diaries and writing comments for the teacher
- spending a SHORT amount of time each day completing the activity, eg. Learning facts/spellings ('little and often' – not prolonged sessions!)
- praising children's efforts
- encouraging work of a high standard, eg. neat handwriting, books/papers kept tidy, book returned
- developing a routine at home which sets aside some time for homework
- letting their child become a member of the local library and visiting it regularly