

STENSON FIELDS PRIMARY COMMUNITY SCHOOL HOMEWORK POLICY

The school policy for homework was developed and agreed by the whole staff and has the full agreement of the Governing Body.

At Stenson Fields Primary Community School children will be set homework on a regular basis.

Our Aims

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

Throughout school the key purpose of homework is to involve parents actively in children's learning – with activities such as games, spellings, number facts and reading.

As the children get older the main purpose increasingly becomes providing opportunities for them to develop the skills of independent learning. Thus by Year 6 our homework programme covers a wide range of tasks and curriculum content ensuring a smooth transition to secondary school.

The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:-

The nature and type of homework changes throughout a pupils school career.

- Amount and frequency of homework should increase as a pupil gets older.
- Homework should not cause undue stress on the pupil, family or the teacher.
- It will not necessarily be in the form of a written task.
- Homework should be set regularly from the Foundation Stage to Year 6.

Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and number facts.

The tasks pupils will be expected to do are as follows:

Foundation Stage

- Regular reading with parents (Daily)
- A task linked to the weeks topic –done through Tapestry

KS1 (Years 1 and 2)

- Regular reading with parents (at least 10 minutes a day)
- Spelling Shed
- Y2 Timetables Rockstars
- Homework related to English, Maths or other areas of the curriculum when appropriate
- 1 or 2 pieces of topic-based homework per topic

KS2 (Years 3 and 4)

- Daily reading, 10-15 minutes
- Spelling Shed
- Timetables Rockstars (Maths)
- Homework related to English, Maths and other areas of the curriculum when appropriate
- 1 or 2 pieces of topic-based homework per topic

KS2 (Years 5 and 6)

- Daily reading, 15+ minutes
- Spelling Shed
- Timetables Rockstars
- Maths Workbooks
- Grammar Workbooks
- Homework related to English, Maths and other areas of the curriculum when appropriate
- 1 or 2 pieces of topic based homework per topic

Role of the Class Teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the team.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To acknowledge through Seesaw, feedback may be given if appropriate.

Role of the Head teacher and Governing Body

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

Role of Parents/Carers

- To sign a home school agreement dealing with homework.
- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

At Stenson Fields Primary Community School we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

Further activities and suggestions for parents to support learners are included in children's homework book. The activities will cater for different abilities by outcome or task.

Review

The Headteacher and staff will review this policy annually and present to Governors in Autumn Term 2024.