



Learn, Serve, Shine
Crockham Hill C E Primary School

Homework Policy

Review Body:	Teaching and Learning Team
Leadership Group Responsibility:	Headteacher
Type of Policy:	Non-Statutory
Review Period:	Two Year Cycle
Reviewed:	Summer 2014
Next Review:	Summer 2017

What is homework?

‘Homework’ refers to any work or activities which pupils are asked to do outside of lesson time, either on their own or with their parents or carers.

At Crockham Hill School we believe that to be effective, homework needs to be part of a wider partnership between home and school. As such, a commitment to homework is included as part of our Home-School Agreement.

All pupils in all age groups are expected to undertake homework of the appropriate nature/type with the amount increasing gradually with age.

The purpose of homework

By providing pupils with homework we aim to:

- Consolidate and reinforce skills and understanding, particularly in Literacy and Mathematics
- Broaden learning and to allow opportunities for individual enquiry
- Engage parents/carers in the learning process with their children
- Support pupils to develop the confidence and self-discipline necessary to learn and work independently

Foundation Stage (Reception pupils)

To offer opportunities to apply and extend learning and skills in a real life context alongside regular opportunities for parents and pupils reading together using school readers or books at home which the children find interesting.

Key Stage 1 (Years 1 and 2)

To offer opportunities for parents and pupils to work together on short activities of different kinds linked closely to their learning topic. Most importantly parents are encouraged to read to, and read with, their child every day.

Key Stage 2 (Years 3, 4, 5 and 6)

To offer opportunities for parents and pupils to work together on activities and to provide opportunities for pupils to develop the skills of independent working and learning – through project work for example. The challenges set will increase as pupils enter Year 6 so that these pupils are supported in preparing for the transition into secondary education. The focus of homework

Homework does not just mean formal exercises carried out in isolation by pupils without help from adults. To be most effective homework requires active involvement by school, pupil and parents.

Foundation Stage

The development of Communication, Language, Literacy and Mathematical skills are central to homework in the Foundation Stage. However, daily shared reading is very much at the heart of homework during this year. School readers or books at home which are of interest to the children, word and sound activities, story sacks and maths games/activities support this learning. Games such as Junior Monopoly, Snakes & Ladders or working on jigsaw puzzles are ideal, providing fun, active learning which has a positive impact on pupil progress. Parents who feel their child is eager to challenge themselves can help with simple handwriting or numeral formation practice.

Key Stage 1

Read, read and read some more! Daily shared reading continues to be at the heart of homework. Any other homework will essentially reinforce work that is ongoing in the classroom and will usually have a Literacy or Mathematics focus. Children will also receive a phonic 'sound' to work on prior to their phonic lessons.

Key Stage 2

Daily shared reading continues to be vital as part of homework. The nature of this reading time may vary depending on the fluency of a pupil's reading but the expectation is still of a shared reading time including developing comprehension by talking about the book or story, its language, events and characters. Preparation for spelling tests may also feature.

Mathematics homework takes the form of continuing to learn progressively more challenging times tables and use of MyMaths online.

In addition, research tasks or projects will be set as appropriate to class learning – usually in Years 4, 5 and 6. This will include the use of ICT at home where possible. The use of local libraries or the school library is encouraged for sourcing useful reading material and also to provide Internet access where home access is not possible.

Time allocations

The time allocations below represent the general level of homework expected in each class within the school. It does not represent an exact timing for each evening or weekend but the average level over a week. Homework will usually be given to be completed over several days or a week and will rarely be requested for the next day.

Daily = Monday to Sunday

The priority for homework is always reading in ALL year groups

Homework may be short tasks which can be completed in one go or may be a short project or piece of research which can be undertaken in one long session or split over several sessions – depending on age.

	Reading – reading to and with your child as well as hearing them read or asking them about what they have read.		Other homework	Total weekly time
CLASS 1 DRAGON	Reception	10 minutes daily	Up to 50 minutes	Up to 2 hours
	Year 1	10 minutes daily	Up to 1 hour	Up to 2 hours 10 minutes
CLASS 2 UNICORN	Year 1	10 minutes daily	Up to 1 hour	Up to 2 hours 10 minutes
	Year 2	10 minutes daily	Up to 1 hour	Up to 2 hours 10 minutes
CLASS 3 PEGASUS	Year 3	15 minutes daily	Up to 1 ¼ hours	Up to 3 hours
	Year 4	20 minutes daily	Up to 1 ¼ hours	Up to 3 ½ hours
CLASS 4 PHOENIX	Year 4	20 minutes daily	Up to 1 ¼ hours	Up to 3 ½ hours
	Year 5	20 minutes daily	Up to 1 ½ hours	Up to 4 hours
CLASS 5 GRIFFIN	Year 6	20 minutes daily	Up to 2 hours	Up to 4 ½ hours

Homework in each class is shared with pupils and parents in the following ways:

- Dragon Class: In Year R each child has a reading folder and phoneme cards to practice. Children in Year 1 have a homework book. The homework and phonics focus is stuck into the book at the start of each term.
- Unicorn Class: Each pupil has a homework book. The homework and phonic focus is stuck into the book at the start of each term.
- Pegasus Class: Homework is published on the class page on a weekly basis or as required.
- Phoenix Class: Homework is published on the class page on KLZ weekly. Paper copies are available on request.
- Griffin Class: Homework is published on the class page on KLZ each Tuesday for the week. Paper copies are available on request.

The role of parents and carers in supporting their children

Parents and carers can best support their children and the school by:

- Providing a reasonably peaceful, suitable place in which pupils can do their homework
- Showing that they value homework and support the school by checking on and following up on homework set. This includes monitoring progress and providing guidance if your child gets stuck. Parents should not however, correct or 'sanitise' homework
- Encouraging pupils and praise them when they have completed their homework
- Ensuring that pupils have suitable equipment and materials to present their homework to the standard expected at school, e.g. suitable paper, not writing in felt pen unless required
- Overseeing the use of the Internet to ensure that pupils are accessing the Internet safely and that pages downloaded from the Internet are used thoughtfully to meet the requirements of the homework set and not presented without selection or annotation.

The role of teachers in supporting the effective use of homework

Teachers will support the best use of homework by:

- Providing tasks and activities linked to current learning and as closely matched as possible to pupil ability. This judgement will be based on an assumption that there will be parental support available at home but not expect parents to complete the homework for their child
- Ensuring that homework requirements are presented clearly to parents and pupils
- Providing appropriate feedback to pupils on their homework
- Valuing homework as of equal worth to class learning
- Providing advice to parents with regard to computer use and Internet safety as required
- Making reasonable adjustments to the presentation of homework to support the needs of pupils or parents with a disability
- All homework sent home has been seen by the class teacher