



*St. Saviour's Church, Coalpit Heath.*

# The Manor C of E Primary School

## Policy: Homework

**Author:** Lesley Coleborn

**Date:** September 2010

**Approved:** \_\_\_\_\_ Headteacher

\_\_\_\_\_ Chair of Governors

## **Rationale**

Homework can make an important contribution to children's progress at school. It also maintains a positive link between home and school and enables parents/carers to have a realistic idea about their child's ability, whilst offering support and encouragement.

## **Aims**

- To extend the challenge open to pupils
- To consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy
- To develop an effective partnership between home and school.
- To encourage pupils to develop the confidence and self-discipline needed to study on their own and prepare them for life long learning.
- To encourage parents to work with their children on homework projects

## **Guidelines**

- There should be a regular programme of homework set by class teachers so that everyone – teachers, children and parents know what to expect.
- Homework refers to any work or activities which pupils are asked to do outside lesson times.
- If good homework habits are established from the outset, then the child should cope well throughout their years of schooling.
- Our approach to homework is that it should provide an opportunity for children to share their learning.
- When the children are very young, they will need to practise letter sounds, words and share stories with parents/carers.
- By the time the children reach Y6, the parent/carer role will have moved towards making sure the children are having a go at what has been set and taking an interest in the outcome.
- Pupils should expect feedback on homework though this doesn't necessarily have to be written.
- Feedback on reading or other homework activities should be two-way between school and parents and can be made in pupils' Home/School communication booklets.
- Parents should be encouraged to:-
  - provide a reasonably peaceful, suitable place for homework to be done
  - make it clear that they value homework
  - encourage and praise pupils when homework is completed
- Homework should never be an onerous burden.

## Homework Tasks

| <b>Year</b> | <b>Minimum Expectation – All parents should strive to provide this basic support</b>   | <b>The Gold Standard – To aim for occasionally!</b>   |
|-------------|--|---|
| <b>R</b>    | 5 minutes reading daily<br>5 minutes word boxes 2 or 3 times per week<br>10 minutes Letters and Sounds at the weekend<br>10 minutes topic at the weekend (after Christmas)   | 5 minutes reading daily<br>5 minutes word boxes daily<br>15 minutes Letters and Sounds & extension work at the weekend<br>20 minutes extended topic at the weekend (after Christmas)  |
| <b>1</b>    | 5 – 10 minutes reading daily to an adult<br>5 minutes word boxes and sparkly boxes 2 or 3 times per week<br>10 minutes topic at the weekend  | 10 minutes or more reading daily<br>Word boxes and sparkly boxes – read & practise spellings 3 times per week<br>10 minutes or more topic at the weekend  |
| <b>2</b>    | 10 minutes reading daily to an adult<br>15 minutes maths task once a week<br>10 minutes spelling practice 3 times per week   | 10 minutes or more reading daily<br>15 minutes maths task once a week<br>10 minutes spelling practice 3+ times per wk<br>Extra topic research as appropriate  |
| <b>3</b>    | 10 minutes reading (3 times per week to an adult)<br>Learn spellings for weekly Spelling Test.<br>Learn appropriate times tables for weekly times tables test.<br>Creative homework fortnightly. (This may be from any curriculum area)  | 10 minutes reading daily (5 times per week to an adult)<br>Any additional research or project that the child may wish to undertake related to class topics.   |
| <b>4</b>    | 10 minutes reading daily with one quality 20 minute session per week to an adult<br>Learn spellings for weekly test (3 x 10 minutes)<br>Learn tables for weekly test (3 x 10 minutes)<br>Creative curriculum task per fortnight (30 mins)  | 10 minutes reading daily with three quality 20 minute sessions per week to an adult<br>Learn spellings for weekly test (5 x 10 mins)<br>Learn tables for weekly test (5 x 10 mins)<br>Creative curriculum task per fortnight (1 hour)   |
| <b>5</b>    | 10 minutes reading daily with one quality 20 minute session per week with an adult<br>To learn spellings for weekly test<br>To learn & keep practising tables<br>20 minutes (max) maths at the weekend<br>20 minutes (max) per week completing topic<br>Occasional literacy tasks  | 10 minutes reading daily with two quality 20 minute sessions per week with an adult<br>To learn spellings for fortnightly test<br>To learn & keep practising tables<br>20 minutes or more maths investigation<br>20 minutes or more per week completing topic and further research<br>Occasional literacy tasks<br>Complete Brain Teaser / Thinking Skills tasks  |
| <b>6</b>    | 10 minutes reading daily with one quality 20 minute session per week with an adult, discussing the content of the book, motives of the characters etc.<br>To learn spellings for fortnightly test<br>To learn & keep practising tables for weekly test<br>Numeracy & literacy follow up tasks (the quality of presentation is important)<br>Directed revision (after term 2) | 10 minutes reading daily with two quality 20 minute sessions per week with an adult, discussing the content of the book, motives of the characters etc.<br>To learn spellings for fortnightly test & revise those previously learnt<br>To learn & keep practising tables<br>Numeracy & literacy follow up tasks (the quality of presentation is important)<br>Directed revision (after term 2)<br>Independent revision (self-directed exploration of areas where children feel there is a weakness) |