



What we do today, matters tomorrow.

STOKES WOOD PRIMARY SCHOOL

HOMEWORK POLICY

GENERAL STATEMENT

At Stokes Wood Primary School teaching staff recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon and have an opportunity to play.

We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. swimming, dance, Beavers, Brownies, music lessons etc.

We believe that homework activities should be set but should not promote resentment, friction and conflict.

Homework should be used to effectively consolidate and/or extend what is learned in school.

Homework is planned to be meaningful. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school.

This approach aims to support children's growing perception about their ability to complete a task outside the school environment. It also fosters the skills of independent learning.

We all recognise the importance of providing positive feedback to the children and, being generous in our praise, within the context of our expectations of each pupil's achievement. We encourage children to follow up an aspect of school work by visiting different sources of information e.g. local library, the Internet, etc.

We want the children to think of this work as valuable and as a challenge. It should be undertaken to the best of their ability.

We hope parents and carers will be willing and able to give their active support to ensure that work done at home is completed conscientiously and in the best possible conditions. Parents are valuable partners in the education of our pupils.

We are mindful that tasks may need to be differentiated for children with SEND.



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1. INTRODUCTION

This is the school's policy for the provision of homework to pupils and has been drawn up in accordance with guidance issued by the DfE.

2. HOMEWORK - A DEFINITION

Homework is defined as *any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers*. At Stokes Wood School we see work done at home as a valuable part of school work.

3. THE PURPOSE OF HOMEWORK

The school regards the purpose of homework as being to:

- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school. Homework will therefore be an important feature of the school's Home-School Agreement to share what is learned at school with parents/carers;
- consolidate and reinforce skills and understanding, particularly in Literacy and Maths;
- utilise resources for learning, of all kinds, at home and elsewhere;
- extend school learning, for example through additional reading;
- encourage pupils as they get older to develop the confidence and self discipline needed to study on their own, and to prepare them for the requirements of secondary school.

4. THE AIMS OF THE POLICY

Through this policy we aim to:

- ensure consistency of approach throughout the school;
- ensure progression towards independence and individual responsibility;
- ensure the needs of individual pupils are taken into account;
- ensure that children, parents and carers know what to expect;
- improve the quality of learning experience offered to pupils;
- extend and support the learning experience via reinforcement and revision;
- provide opportunities for parents, pupils and school to work in partnership;
- provide opportunities for parents and pupils to work together to enjoy learning experiences and share what is learned at school;
- encourage children to develop long term strategies for future needs;
- at year 6, to prepare children for secondary transfer.



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5. CURRENT PRACTICE

At the beginning of the academic year, each year group will be informed of what is expected of them with regard to homework.

Parents are also issued with a *Key Stage 'Handbook'* which outlines the topics to be covered throughout the year in core and foundation subjects.

The Handbooks also outline Homework practices/expectations for each year group.

6. THE NATURE OF HOMEWORK

The nature of homework will change as children get older.

For children in Reception and Key Stage 1, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective.

Short activities of different kinds - simple games, learning spellings and number facts and reading together - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older, homework provides an opportunity for them to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 6 their homework programme will cover a wide range of tasks and curriculum content. This approach will benefit their learning and also ensure that, in relation to homework as much as to other aspects, their transition to Year 7/Secondary school is as smooth as possible.

Homework will be differentiated to take account of individual pupils needs and may include:

- finding out information
- reading in preparation for lessons
- preparing oral presentations
- written assignments



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7. THE TIME TO BE SPENT ON HOMEWORK

The amount of time and the focus of the homework set by the school will reflect the broad guidance issued by government:

Please see Key Stage handbooks for details.

8. SPECIAL EDUCATIONAL NEEDS

Setting the right type and amount of homework for children with special educational needs will need careful consideration by the class teacher and co-ordination with both the SENCo and parents. The objectives of homework outlined in this policy should apply equally to pupils with special educational needs. Whilst SEND children may benefit from special tasks separate from the homework set for other children in the class, it is important that they should do as much in common with other children as possible. Homework tasks for SEN children should:

- have a very clear focus and time-guideline;
- give plenty of opportunities for pupils to succeed;
- help develop social as well as other skills where necessary;
- be varied - and not purely written assignments;
- be manageable for teachers.

9. THE ROLE OF PARENTS AND CARERS IN SUPPORTING PUPILS WITH HOMEWORK ACTIVITIES

The school recognises that parents and carers have a key role to play in supporting pupils' homework. The nature of this role will change as children get older. For much of their homework, particularly with younger children, parents and carers will be encouraged as far as possible to become actively involved in joint homework activities.

To avoid 'battles' over homework we recommend:-

- that children should be allowed to work at an appropriate pace;
- acknowledgement should be given to their own interests;
- the task is undertaken at an appropriate time when the child is best able to concentrate (**try not to leave it to the last minute**);
- **your child may need lots of encouragement, praise and even your company and help for certain tasks;**
- that work at home is perceived as a shared activity;



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- work at home should be planned carefully around other interests to avoid clashes;
- **it should not be used as a threat or punishment.**

Your HELP, ENCOURAGEMENT and PRAISE is the key to success.

We ask you to provide a reasonably peaceful, suitable place in which pupils can do their homework – alone, or more often for younger children, together with an adult.

We do not envisage a primary school child spending time in isolation with work he or she may find difficult.

Concerns

If you have any concerns about the levels of homework or the content etc., please see your child's class teacher. **Do not let your child get upset about homework, if there is a problem come in and speak to the teacher about it, something can be worked out.**

Homework can be used as a form of communication from parent/carer to teacher and vice versa e.g. parents/carers can write a comment that their child needed a lot of support, teachers can ask parents to help with an activity.

10. FEEDBACK

The school recognises the importance of providing prompt and accurate feedback to pupils, parents and carers on how well homework tasks have been tackled and the knowledge, skills and understanding that are being developed. A variety of methods will be used to provide feedback ranging from an appropriate comment of praise, appreciation or area for improvement to a grade or mark, sticker or stamp, and these will vary according to the age of the pupil.

11. THE PLANNING AND CO-ORDINATION OF HOMEWORK

Homework will be planned within team planning meetings. The team leader will ensure continuity and progression of the homework set.

Homework tasks will be given as stated in the Key Stage handbook.

12. INFORMING AND CONSULTING PARENTS AND CARERS ABOUT THE HOMEWORK POLICY

The school will use newsletters, Key Stage 1 and Key Stage 2 Parents' Handbooks, parents' meetings to inform parents and carers about the school's homework policy and secure their involvement. Parents' evenings will be used to promote this partnership and obtain feedback. An opportunity to comment on the



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policy will be provided on the parent questionnaire. Parents will be consulted about any significant changes to the policy that are being considered by the Governing Body.

13. OTHER CHILDHOOD ACTIVITIES

We value the time children spend with their families, therefore, the school does not believe that homework should get in the way of pupils' participation in other enriching activities such as sports, hobbies and visits. As far as practically possible, the school will work with parents and carers to ensure that all pupils have the opportunity to participate in such activities.

14. REVIEWING THE POLICY

The Policy will be reviewed as required and will consider opinions of pupils and parents/carers, obtained through surveys.