

## Chancellor Park Homework Policy

### GENERAL STATEMENT

Here at Chancellor Park Primary School we recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon. We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. swimming, ballet, Beavers, Brownies, music lessons etc.

Homework should be used to effectively reinforce and/or extend what is learned in school day, and be gently introduced with structured progression.

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 to their **children's** best ability.

We are mindful that we have pupils of differing abilities throughout the school and therefore aim to set homework which is open ended and can be completed in detail to the pupils abilities which will be determined by the class teachers in partnership with parents.

### 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 DCSF.

### 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 Chancellor Park Primary School we see work done at home as a valuable part of their learning supporting their 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.

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- Consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy;
- 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.

#### 5. CURRENT PRACTICE

At the beginning of the academic year, each year group will be informed of what is expected of them and this will be reinforced from individual class teachers.

#### 6. THE NATURE OF HOMEWORK

The nature of homework will change as children get older.

For children in 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, with a regular weekly schedule. 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

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- reading in preparation for lessons
- preparing oral presentations
- written assignments
  - Creative projects

## 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:

### Reading

Pupils throughout the school will all have an issued reading book which is monitored for suitability by the class teacher.

There is the expectation on pupils throughout the school to read on a daily basis for a minimum of 10 minutes at home, and have their reading diaries completed with a comment + signature daily.

During this time we suggest that pupils are encouraged not only to read the words in the book but also discuss what they have read developing their comprehension and inference skills.

Pupils will have their books exchanged on a regular basis by the class teacher once they are happy that child is ready to move on.

Pupils are encouraged to supplement their school reading book with books from the school or public library.

<u>YEAR GROUP</u>	<u>AMOUNT</u>	<u>ACTIVITIES</u>
FS	20 mins	Daily Sounds + Reading. A half-termly creative project linked to their topic.
Year 1	1 hour per wk,	Reading, Spellings, 1,2,10 X Tables A half-termly creative project linked to their topic.
Year 2	1 .25 hour per wk	Reading, Spellings, 3,5 X Tables + Above. Weekly set piece of homework
Years 3 and 4	1.5 hours per wk	Reading, Spellings Remaining X Tables, Weekly Piece of Homework
Years 5 and 6	30 minutes a day	A regular weekly schedule with continued emphasis on Literacy and Numeracy but also ranging widely over the curriculum and related topic work.

The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning. Homework tasks will be planned as part of the school's schemes of work for different areas of the curriculum, for both Literacy and Numeracy and also the foundation subjects.

Homework has been planned over the course of the year to cover the 7 learning styles: Verbal, Mathematical, Visual, Kinaesthetic, Musical, Interpersonal and Intrapersonal. It also covers the Bloom's Taxonomy: Six Thinking Levels: Knowing, Understanding, Applying, Analysing, Creating and Evaluating.

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Below is a sample of the types of activities/tasks your child may be asked to complete for their homework:

- ✓ A mini project on their theme topic e.g. Rainforests
- ✓ Research an artist/famous person
- ✓ Make a mosaic
- ✓ Investigate shapes around the home
- ✓ Keep a diary
- ✓ Record some data using a tally chart etc

The age and ability of the children will determine the exact content of the task set.

The school believes that a regular pattern is important. It will endeavour to establish a familiar routine of when tables and spellings are set and when they are tested. 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 still.

## 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 children with Special Educational Needs (SEN) 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 children with SEN 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;
- work at home should be planned carefully around other interests to avoid clashes;
- it should not be used as a threat or punishment.

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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 content or expectations of a piece of homework, please see your child's class teacher. There is a homework club available on a requested basis which your child can attend if they need some support or guidance with a particular piece set.

### 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, CO-ORDINATION and EXPECTATIONS OF HOMEWORK

Homework has been set by the whole teaching staff to ensure continuity and progression throughout the school.

Homework tasks will be given weekly (on a Friday) and pupils are to hand in these tasks the following week by Friday at the latest.

The homework that is set by the class teacher will be that which is purposeful, meaningful and appropriate for the age of the pupils. In our commitment to ensure this, our pupils will be required to take responsibility for their homework and its completion within the timescale provided by the school. In doing so we believe our pupils will develop an awareness of deadlines and an understanding of the importance of many differing skills such as organisational and independence, beyond school hours. Therefore a fair three warning procedure will be adhered to when a child does not complete or hand in a piece of homework on time. After this period a child will then be kept in and asked to complete the work in their own time during school hours.

### 12. REVIEWING THE POLICY

This policy is reviewed every 3 years.