

ULEY C OF E PRIMARY SCHOOL



HOMework POLICY

Why give homework?

We believe that our children should be encouraged to undertake homework at an appropriate level. This is because:

- Learning is not something that just goes on in school
- It can further stimulate enthusiasm for learning
- It promotes independence
- It encourages children and parents to understand that learning is something for which they too have a responsibility
- It consolidates learning and aids progress
- It encourages shared opportunities between adult and child
- It can be a great source for gathering topic information to share with all the children
- It is a great opportunity to rehearse key skills such as times tables, spellings, handwriting and other key facts
- It helps to foster good habits of organization and self-discipline in preparation for the demands of Secondary School

What does OFSTED say about homework?

School Inspection Handbook April 2018

When evaluating the quality of teaching in the school, inspectors will consider:

Outstanding

Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.

Good

Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.

Homework at Uley

Uley School supports all of the above key principles and whilst we recognise homework as an important part of school, we believe that it should not be problematic or dominate home or school life. We appreciate that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be part of learning and be enjoyable and manageable for all concerned. We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice.

We hope the children are motivated by positive incentives and by the tasks themselves; children are not penalised if they do not complete the work. However discrete homework registers are kept and if there is a concern surrounding supporting the school's homework policy then this will be discussed with the child and their parents.

What does homework look like at Uley School?

Homework Topic Web

Homework is set termly in all classes in the form of a homework topic web which is linked to areas of the curriculum and each choice of homework encourages a particular skill such as “research”, “make”, “apply” or “practice”.

These are set and sent out once a term with each new topic. Children are given ample time to complete chosen pieces of homework as we encourage quality over quantity. The amount of time given and due dates are published on the topic web when it is sent home.

Maths

Mathletics

Mathletics is an online maths resource which supports the children’s learning. Children are given a personalised password in order to access the site and are encouraged to play the fun games as often as possible to reinforce their learning. Mathletics has an online tutor to support children and enable them to overcome barriers.

Rainbow Maths

Rainbow maths is a progressive daily activity which aims to improve rapid mental recall of mathematical facts.

Years 1 – 6 partake in daily timed Rainbow maths sessions (Reception when they are ready).

Rainbow maths is regularly sent home for children to practice.

Number Facts

Children are encouraged to improve their understanding of key maths facts in order to support their learning. Regular practice for these areas will be set through activities and games:

Infants:

- number bonds to 10, 20 and 100
- 2, 5, and 10 times tables

Years 3 and 4:

- 3, 4, 6, 7, 8 and 9 times tables and to understand the related division facts

Years 5 and 6:

- consolidation of the above plus 11 and 12 times tables
- Related division facts
- Square numbers
- Prime numbers
- Composite numbers
- Factor pairs

English

Infants

- Regular reading of school books and other appropriate reading material such as picture books, comics and magazines – reading diaries are used for all adults and children to make comments on progress.
- Hearing adults read stories
- Regular letter sound (phoneme) practice linked to Jolly Phonics and Letters and Sounds
- Letter formation practice
- Regular high frequency word reading and spelling practice

Years 3 and 4

- Regular reading of school books and other appropriate reading material such as comics and magazine – reading diaries are used for all adults and children to make comments on progress.
- Hearing adults read stories
- Letter sound (phoneme) practice
- Regular spelling for spelling tests, grammar and punctuation practice
- Regular high frequency word reading and spelling practice

Years 5 and 6

- Regular reading of school books and other appropriate reading material such as comics and magazines – reading diaries are used for adults and children to make comments on progress. This helps to prepare upper juniors for secondary school.
- Regular spelling for spelling tests, grammar and punctuation practice
- In the weeks prior to SAT tests, the Year 6 children will be given additional revision work.

We expect children to maintain the same standards for presentation of homework as we set in school i.e. to use their best handwriting and a sharp pencil or black pen.

Homework is individualised. When work is sent home with a child, the teacher will ensure that the child is clear about the homework and provide an explanation of how the parent can support.

Responsibilities

Class Teachers are responsible for:

- Selecting appropriate homework tasks for the children in the class, taking differentiation and children with additional needs into account
- Setting challenging homework tasks that support their age and stage of development and that prepare the children well
- Giving reminders concerning homework routines
- Keeping a record of homework completed
- Providing opportunities for homework to be completed in school if necessary
- Rewarding and praising children who complete homework tasks.

- To mark homework appropriately, when necessary and give feedback to pupils. This may include the use of peer marking, stamps/stickers and verbal feedback.

Parent/Carers are requested to:

- Provide a reasonably peaceful, suitable place in which children can do their homework alone or together with a child
- Make it clear to children that they value homework and support the school in explaining how it will help their learning
- Talk positively about homework and how it will support them in the short and longer term.
- Support their children's home/school learning
- Help their children and praise them when they have completed homework

Children:

- Are asked to participate in the homework that is set in order to support their learning
- Know about the homework that is set before taking it home
- Please complete it in the time scale set
- May complete it independently or ask a parent/carer for support
- Can ask a teacher to help
- To complete the task to an acceptable standard using pencil or pen (not felt pen or colouring pencils please unless it is colouring)

Celebrating Homework

All completed homework is recognised and celebrated by:

- Sharing with peers
- Displaying homework
- Giving team points
- Inviting parents to in to school to view and support celebrating homework achievements

Should problems arise?

There are occasions when children may struggle with homework or when it is not possible to complete a homework task or if at home, circumstances may arise which make homework difficult to complete. If there are any such problems with please come and speak to us.

What happens if my child doesn't complete homework?

The children are not penalised for not completing homework. The fact that they will see other children completing homework to share with their peers and adults, and receiving praise and feeling proud of themselves, maybe enough.

Homework habits in the upper key stages are crucial for secondary school preparation as the consequences are far worse than at primary school. So, the more encouragement to complete homework at primary school the better the preparation for the expectations in secondary school.

We will continue to encourage those who are reluctant to engage in homework to complete a small amount.

What if we don't agree with homework?

There is an expectation that a school sets homework for its pupils. OFSTED 2018 are looking for schools where - *Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.*

A positive partnership between home and school can have a highly beneficial effect on the children's outcomes. With parent's support and encouragement, work formally set by the school, or informal suggestions and support, can enable the children to extend their learning.

Everything we do with regards to homework is in the best interest of the children and their education (Why we give homework, page 2) and we feel that with our Homework Policy there is something for everyone. Understandably homework needs to be enjoyed by the children which is our overall aim although at times it is about rehearsing, practising and consolidating skills to support learning in the classroom.

Review

This policy will be reviewed biennially. Any alterations that come from this review will be discussed and ratified by the appropriate governing body sub-committee