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<b>HOMEWORK POLICY</b>			

### Statement of Intent

This is the school's policy for the provision of homework to pupils. At Paradise Primary School we recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnership, of which our homework policy is an important element.

### 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 Paradise Primary School we see work done at home as a valuable part of school work.

### 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 and the development of their child.
- Consolidate and reinforce skills and understanding, particularly in English and Mathematics.
- 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.

At Paradise 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. We are also mindful of the need to encourage children to pursue out of-school activities, e.g. swimming, sports, karate lessons etc.

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

### 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.

At the first parent's workshop, teachers will explain the organisation of homework in their child's class to parents.

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Parents will be issued with a theme sheet each term to inform them about the main topics and units of work being covered.

All Key Stage 2 pupils have homework books in which they complete homework.

### **The nature of the 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 – reading together, learning spellings and number facts - 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, which they will need to continue lifelong 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, 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:

- Home Reading

The importance of reading at home cannot be over-emphasised and we hope that children will read for pleasure in their own time.

Key Stage One pupils will be provided with a suitable school reading book, which can be taken home to read with a parent or other adult person. A record book will be provided for parents to sign when they have listened to or read to their child.

Pupils in Key Stage Two will be expected to take responsibility for their own reading books as necessary. Parents will be asked to sign reading homework to indicate that it has been completed.

- Spellings

Spellings will be given to each child to learn using the Look, Say, Cover, Write and Check method. Some spellings may be differentiated by pupil ability; others may be key words from topics.

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- Numeracy

Homework will be provided for pupils to consolidate or revise particular mathematical skills. In Foundation Stage and Key Stage One pupils will be issued with Maths Packs containing resources and details of activities to practise key skills and to introduce pupils and parents to mathematical language. These packs will be changed by staff as pupils gain confidence and move forward in their learning.

In Key Stage Two, pupils may be required to learn key facts, for example, helpful rhymes, number bonds or tables and as they get older will receive homework to practise calculation skills

- Topic Work

Pupils will be given the opportunity to research topics they are studying in class as they move through Key Stage 2. This research could be sourced from the local library, the internet or from family members. Pupils will be given the opportunity to feed back what they have discovered to the whole class. Teachers may challenge pupils to undertake the completion of their own topic over a half term or term.

Other activities may include:

- Handwriting Practice
- Preparing questions
- Writing tasks
- Puzzles/games
- Learning songs or scripts for plays
- Physical activities
- Investigations
- Completing classroom activities.

### **Special Educational Needs (SEN)**

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 SEN coordinator and parents. The objectives of homework outlined in this policy should apply equally to pupils with special educational needs. Whilst children with 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.

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- 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.

We are mindful that specific tasks in the form of Individual Education Plans for children with Special Educational Needs will be set. Parents will be made aware of this as appropriate.

### **More able Children**

Extension homework will be provided for children who have strengths in specific areas.

### **The role of the School, Teachers, Parents and Carers in supporting pupils with homework activities**

#### Role of the school

Monitor the effectiveness of the homework policy each year

Support parents with the newer methods of teaching in English and Mathematics by offering parent workshop to put into context the development of English and Mathematics skills from Reception through to Year Six

#### Role of the class teacher

Plan homework as an integral part of curriculum planning and indicate tasks on short term planning

Inform pupils and parents of homework timetables through discussion in class, at parent day meetings, parent workshops and through termly newsletters.

Match homework, as far as possible, to the ability of the children.

Provide feedback which encourages pupils to regularly complete tasks.

Feedback should be appropriate to the task e.g.

- individual comment from the teacher, verbal or written
- marking of the task within an acceptable timeframe
- teacher supporting pupil self-marking
- reading diary entry written by pupils or parents
- recognising homework achievement through assemblies

#### Role of the parents/carers

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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 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;
- 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

You're 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. Give support and help but do not do the work for the children. Please support children in completing tasks and return work in a tidy presentable state.

### Concerns

If any child does not understand a task, parents should encourage them to ask their teacher for further guidance. 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.

### **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 mark, and these will vary according to the age of the pupil.