

Allensbank Primary School



Homework Policy

Mission Statement

Allensbank Primary School is a happy and welcoming school that is committed to providing a friendly, safe and nurturing learning environment for all.

The school fosters respect, celebrates diversity and actively promotes high standards for all.

Vision Statement

At Allensbank Primary School everyone works together to ensure that

- We lay the foundation for a love of learning through being committed to high quality provision which enables the development of skills for the future.
- We have high expectations of ourselves and achieve our full potential through a supportive, nurturing ethos.
- We have a safe, secure environment to learn in and we take pride in the appearance of both the indoor and outdoor learning environment.
- Pupils take responsibility for their own learning, working towards individual targets and celebrating their achievements.
- We show respect and consideration for others within our diverse school community and nurture positive partnerships with parents, carers and the wider community.
- We promote personal growth by actively encouraging relationships based on honesty, trust and respect.
- We have pride and confidence in ourselves as individuals and feel valued within our school.
- We recognise the importance of regular attendance which enables all pupils to achieve high standards.

Introduction

Homework is anything that children do outside the normal school day, which contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Aims and Objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop skills across the curriculum, together with the skills of independent learning;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future
- to involve parents in their child's learning

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Amount of Homework

The amount of homework varies according to the age of the children in the school.

Homework Activities

In the **Foundation Phase** a variety of homework activities are set when it is commensurate to the pupils' age and ability. We encourage a love and enjoyment of books and encourage pupils to choose a book to share with an adult at home. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask Y1 and Y2 children to learn spellings or mathematical facts, such as times tables and number bonds, as part of their homework. Frequently, Mathematical Development homework will be linked to the whole school Abacus scheme and what is being studied in class, occasionally this is set online. Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the Foundation Phase, when we are studying a History-based context, children are encouraged to ask parents and grandparents about when they were children.

At **Key Stage 2** we continue to give children the sort of homework activities outlined for the Foundation Phase but we expect them to do more tasks independently. We set literacy and numeracy homework in the form of spelling, learning multiplication tables and written activities where relevant. This consolidates and reinforces learning done in school through practice at home.

Children who miss school through extended illness or periods of authorised absence are expected to take extra work home in order to support the activities missed. Where a child is consistently failing to complete tasks in lesson times, this will be discussed with the parent and the work completed at home.

Pupils with Additional Learning Needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has a special educational need, we endeavour to adapt any task set so that all children can contribute in a positive way. Tasks will often relate to Individual Education Plans (IEPs).

The role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done through the Standards and Curriculum committee. Parents are invited to complete a questionnaire annually and also when the school undergoes an Estyn inspection, and our governing body pays careful consideration to any concern that is raised through these channels by any parent. Our governing body may, at any time, request from our headteacher a report on the way homework is organised in our school.

Homework Activities across the School

Nursery

A weekly newsletter provides parents with information regarding home activities. These include activities such as bringing in items from home or encouraging parents to talk about Nursery contexts. Information regarding forthcoming activities is included in order that parents can reinforce and develop their children's understanding. Books are available from the Nursery library to be read at home.

Reception

A variety of weekly homework activities differentiated according to the needs of individual pupils are sent home. These are linked to literacy, numeracy or identified areas of focus. Parents, for example, are encouraged to practice letter sound recognition with their children. Practical tasks are also set. These include playing games and simple home tasks such as floating and sinking activities. and children take a book home weekly to share at home.

Year 1

Literacy homework is sent each week in the form of phonics, spelling or fine motor skills activities. Weekly Maths homework focuses on number work or problem solving, sometimes allocated via the Active Learn interactive site. All Literacy and Numeracy tasks are differentiated according to pupil ability. There are also regular activities set associated with the half-termly Context for Learning; this may be research based or have a practical nature. Children have the opportunity to choose a book from the School Library to share at home with parents.

Year 2

Spelling lists are sent home weekly for children to practice with their parents for test on a Friday. Maths homework is also sent home weekly to reinforce learning undertaken in class or learning number bond/times tables. On occasion, homework is set via the Abacus Active Learn website to which pupils have home logins.

Pupils also have termly research homework about the context for learning. As in Year 1, children select books from the school library for reading with parents at home. These are returned and changed weekly.

Year 3 and Year 4

Differentiated weekly Big Maths practise and maths or literacy activities are set for homework. These are often based on previous work. Pupils also have weekly Spellings to learn at home and are given research challenges to complete, often linked to contexts of learning. Reading books go home on a weekly basis.

Year 5 and 6

Differentiated Spelling lists are set as a part of weekly homework. Pupils receive differentiated maths homework which is either linked to current work in class, the learning of multiplication tables or tasks set on line via the Active Learn interactive site.

Pupils also have homework linked to the learning context and take home library books on a weekly basis.

In Year 6 Homework in the core subject areas is increased as the year progresses to prepare for High School transition.

All Class teachers from Nursery to Year 6 provide parents with an overview of all curriculum areas being studied in any term. These are available on the school website and are tweeted via the school Twitter account.

Staff are happy to discuss schemes of work and curriculum requirements with parents, should they wish to know more. Parents are asked to make an appointment before or after school since discussion is not possible while the classteacher is engaged with the pupils during sessions.

