



Shaftesbury Park Primary School



Homework Policy

United Nations Rights of the Child

Article 28: all children have the right to a primary education. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29: Education should develop each child's personality and talents to the full.

Statement

At Shaftesbury Park we believe that homework - an activity set for pupils to undertake outside school lesson time, either on their own or with the support of family members - is an important part of our pupils' education. We believe that homework should be relevant, enjoyable and manageable. We believe that homework facilitates the continuing development of the partnership between school and parents.

Why do we set homework?

- Homework informs parents of what is going on in lessons.
- Homework is an opportunity to rehearse, revise and reinforce key aspects of learning.
- Homework can enable children to develop their confidence in a topic by exploring it in their home environment with the possibility of some 1-1 adult time.
- One of our school's aims is for children to become independent learners; homework helps to develop children's organisational skills and self-discipline.
- To promote a partnership between home and school in supporting each child's learning;

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

We increase the amount of homework that we give the children as they move through the school. We expect Key Stage 1 children to spend approximately 1 hour a week doing homework, although this may well include reading with a parent. We expect children in years 3 and 4 to spend approximately 15-20 minutes per night on

homework and children in years 5 and 6 to spend approximately 30 minutes per night.

Phase of school	Expected time spent on homework	Types of tasks may include:
Foundation Stage	As required	-reading and phonics practice. Occasional tasks are sent home for parents and children to complete together
Key Stage 1	1 hour per week	<ul style="list-style-type: none"> - Daily reading - Weekly spellings - Literacy activities - Numeracy activities - Real life numeracy related problems e.g. shopping, car, bus and house numbers, use of T.V. remote control.
Lower Key Stage	15 to 20 minutes per nights	<ul style="list-style-type: none"> - Daily reading - Weekly spellings - Literacy activities - Numeracy activities <p>These activities may relate to the class topic.</p>
Upper Key Stage	30 minutes per night *Year 6 pupils may be set extra homework in preparation for the SATS and the expectations of secondary school	<ul style="list-style-type: none"> - Daily reading - Weekly spellings - Handwriting practise - Reading comprehension activities - Planning pieces of writing - Planning presentations - Researching topics - Learning Times Tables - Learning number facts and number bonds - Practising calculation strategies learned in class

Pupils with Special Educational Needs

We set homework for all children as a part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework for pupils who are named on the register of special needs, we refer to their provision maps.

The role of the teachers:

- All children should each have a homework folder where completed homework is filed. This folder should go home with the child once the homework has been set. This system will enable all parents to look through the folder and see how their child is progressing with their home learning.
- The work should always have been explained and discussed in class before being sent home. Where necessary, examples of methods that are being used will be exemplified and tasks will be differentiated where appropriate. It is our intention to send homework that children understand and are able to do.
- All teachers offer the opportunity for children in their class to discuss and difficulties they may have had with their homework before the deadline.
- We hope that the children are motivated by the homework tasks set and keen to complete their homework, so until Y6, no formal punishment is given if a child fails to complete their work. However, class teachers do keep homework registers and if a child regularly fails to complete homework tasks, this will be discussed with the parents and the child.
- Not all homework tasks will need to be formally marked by the teacher - some tasks will be shared in class, put into a display, peer-marked or used as the basis of topic work.
- Homework will be filed in classes.

The role of the pupil:

- We expect children to strive to maintain the same high standards of presentation that is expected at school.
- To complete their homework as expected and let their teacher/ parents know if they are having any difficulties

Role of Parents/Carers

- To sign a home school agreement dealing with homework.
- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.
- To talk to the class teacher in the first instance, if they are unhappy about any aspect of the homework.
- At Shaftesbury Park we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much.
- However, there are times when we will want to see what children can do on their own.
- It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

Role of the Head teacher and Governing Body

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

Reviewed May 2017

Reviewed by Deputy Headteacher

Next review date: September 2019