

WELLESLEY PRIMARY SCHOOL

HOMework POLICY

Rationale

Homework can make an important contribution to children's progress at school. It also maintains a positive link between home and school and enables parents/carers to have a realistic idea about their child's ability, whilst offering support and encouragement.

Aims

- To extend the challenge open to pupils
- To consolidate and reinforce skills and understanding, particularly in Literacy & Numeracy
- To develop an effective partnership between home and school.
- To encourage pupils to develop the confidence and self-discipline needed to study on their own and prepare them for life long learning.
- To encourage parents to work with their children on homework projects

Guidelines

- There should be a regular programme of homework set by class teachers so that everyone - teachers, children and parents know what to expect.
- Homework refers to any work or activities which pupils are asked to do outside lesson times.
- The type of homework and how much will vary according to the age and ability of the child.
- At the early stages children should experience short activities - simple games, learning spellings or number facts and of course reading to and with an adult.
- There should be high expectations of pupils in completing homework, within the expected time scale.
- Pupils should expect feedback on homework though this doesn't necessarily have to be written.
- Feedback on reading or other homework activities should be 2 way between school and parents and can be made in pupil's Home/School communication booklets.
- In some cases pupils may be asked to 'finish off' work from class -teachers should be careful with this as it could place too heavy a burden on some children and too light a burden on others.

- SEN

Some children may benefit from separate tasks to those set for other children. This should be co-ordinated between class teacher, SENCo and parents.

- Parents should be encouraged to:-
 1. provide a reasonably peaceful, suitable place for homework to be done
 2. make it clear that they value homework
 3. encourage and praise pupils when homework is completed

Homework tasks

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| Reception | Reading (daily) Phonics (weekly) Number bonds (regularly) |
| Years 1 and 2 | Reading (ideally daily) Key words (weekly) Maths tables or number bonds (weekly) Project work (2 weeks - half term projects) |
| Years 3 - 6 | Reading (3 - 4 times a week at home) Spellings/spelling rules (weekly) Maths tables (weekly) Project work (3 weeks - half term projects) |

Projects should be based on one of the topics being studied in class during the half term. The project should be open ended and encourage the children to complete the work in a creative way that inspires their interests over a period of time. Parents working with their children to complete the tasks should be encouraged. Examples of projects could include finding out about life in Victorian England. This could involve children creating multimedia presentations, 3D models, posters, information books, video diaries, drama or costumes.

Measurable Outcomes

- Teachers have a regular programme of homework activities
- Parents and children are clear on the expectations of them with regard to homework.
- There is communication between school/parents, parents/school as necessary.
- Pupils take increasing responsibility for learning through homework.

Conclusion

This school policy, consistently applied, can ensure that homework arrangements are manageable for everyone, not least teachers, as well as educationally beneficial.

Reviewed Autumn 2010

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