



George Dixon Primary School

Homework Policy

This policy was updated and ratified by George Dixon Primary School:	January 2017
School staff were consulted on this document:	January 2017
This policy is due to be reviewed on:	January 2019

Chair of Board of Governors

Signature:

Print Name:

Date:

Consideration

Care

Courtesy

Commitment

Co-operation

INFORMATION ABOUT ADMISSION

At George Dixon Primary School, we believe that homework is one of the main ways in which children can acquire the skill of independent learning.

In order that our pupils can attain the highest standard, we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership.

Aims and Objectives

Regular, well planned, homework can:

- To enable pupils to make maximum progress in their academic and social development;
- To consolidate and reinforce learning done in school and assist in preparation for future class work.
- Develop good work habits and self discipline for the future
- Encourage skills and attitudes which help children improve their educational performance
- Help parents gain insight into their child's schoolwork and promote partnership between home and school.
- Provide opportunities for individualised work and develop skills of independent learning
- Provide a context for pupil/parent interaction.

What is Homework?

Homework should not be a chore, but children should see it as an extension of their schoolwork. There may be occasions when some tasks are more challenging or difficult than usual as 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.

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading with a parent
- learning specific literacy skills, e.g. spellings and grammar
- literacy activities both written and verbal
- learning specific mathematical skills
- an extension of the cross curricular work in class
- undertaking individual research for a project
- activities completed on computers, including I pads

What the school will offer:

During each term of the school year, every parent receives an invitation to meet with their child's class teacher to discuss progress and areas of study to be undertaken, in relation to the National Curriculum. We will share with parents' clear expectations, homework activities and provide opportunities for pupils, parents and teachers to celebrate work completed at home.

When teachers set homework, they will ensure that:

- It is always clearly related to current areas of study within the classroom.
- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- Time scales for completion and submission are explicit.
- Where work is written, it is marked as promptly as possible.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- The impact of homework upon the standards of children's attainment is monitored and included in the report to parents.

Types and amount of homework

We increase the amount of homework that we give the children as they move through the school.

Foundation stage – Reception: (Up to 1 hr each week)

- Reading/phonics daily
- Letter formation linked to phonics
- Curriculum projects

Key Stage One: (approximately 1 hr each week)

- Spelling books (returned weekly)
- Reading daily
- Curriculum projects

Years 3 and 4: (One and a half hours per week)

- Spelling books (returned weekly)
- Reading daily
- Curriculum projects

Years 5 and 6 (30 minutes a day)

- Spelling books (returned weekly)

- Reading daily
- Mathematics work
- Literacy work
- Curriculum projects

Children in year 6 may be given more if it is felt it will support their learning as they approach the SATs

This is in line with DFE for KS1 and KS2 guidelines as issued in 1998.

If a child persistently does not complete homework then the teacher may contact the parents and ask to speak to them in order for school and home to work in partnership for the benefit of the child.

The Role of Parents

Parents need to discuss with their children the following questions:

- When is it a good time to do any homework?
- Where is the best place for homework to be done?
- What helps concentration?
- How long should my homework take me?
- Should I ask for help with my homework, even when it is finishing work started in class?
- Who should I ask for help and how much help should I expect?

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the work.

Contact the class teacher, if there any problems or questions about homework. If parents wish to make a formal complaint about the school homework policy or the way it is implemented; parents should put their complaint in writing as stated in the Complaints Procedure Policy.

Pupils with special educational 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 special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

Monitoring and Review

It is the responsibility of the governing body to agree and then monitor the school homework policy. At any time, the governing body may request, from the head teacher, a report on the way homework is organised in the school.