



HOMework POLICY AND PROCEDURES

Written by: Emiley Davies

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HOMEWORK POLICY

At Mayespark Primary School we expect all children to work hard during the school day. Children's time outside of school should, justifiably, be for relaxation, time spent with families and activities appropriate to their age and development. Nevertheless, in support of their class work we do ask children, with their parents'/carers' support, to carry out some tasks at home.

The purpose of homework at Mayespark Primary:

- To consolidate and reinforce skills and understanding particularly in English and mathematics
- To develop an effective partnership between the school, parents and carers
- To strengthen the process of learning in school and give parents a 'window' into their children's school work.
- To extend learning and provide parents and pupils with an opportunity to work together.
- To encourage pupils as they get older to develop the self-discipline needed to study on their own.
- To support understanding, giving children an opportunity to do some pre-learning (e.g. through research of a foundation subject, topic or theme)

The majority of children will access homework through Wonde/Google Classroom. Login details are available via the school office. Children have been shown how to access this in class. Paper copies will not be provided.

Children are issued with a 'Homework Book' in which all written homework is completed. This enables teachers and parents to see the progress of their child across the year and children can refer back to previous homework where necessary. Lost or mislaid books are NOT an excuse for homework not being completed. Parents should not complete work in the homework book; if pupils are unable to do the homework despite some initial support from an adult, teachers need to be aware of this.

Marking

Teachers will not 'mark' the homework, but it will always be checked and acknowledged. This is because homework is for preparation or consolidation of class work and teachers' time needs to be spent adjusting planning and tasks in relation to children's understanding rather than writing in books. This reflects the Assessment Policy for children's work.

How homework will be planned:

Mathematics

Maths homework will either reinforce work carried out during the week or children will be assigned tasks to complete online to consolidate their knowledge of number.

English

Spellings are differentiated throughout the year group or phase. Spelling tests will be given to see if children have retained spellings that they have previously learned.

Reading

All pupils must practise reading widely. Reading mileage is as important as learning reading skills. Children who are not fluent should read aloud to an adult at home. Children also benefit from being read to or sharing a book with an adult or skilled reader. Those who can read fluently should be discussing their reading to enhance comprehension and understanding with a parent/carer. Children take home a Reading Record book, recording what they have read and for parents/carers to comment if necessary. Parents should be encouraged to read to their children throughout primary school. Reading homework may be set online or children directed to online learning to consolidate their comprehension skills. See grid on page four.

Foundation Subjects

The year group will decide which foundation subjects will have a homework project and in which half term break/s they will be set. This will be decided on a needs basis and will only be set if it benefits the learning in class. The homework may be research from books or the internet for example, on a given subject, or may be a creative, designing, or making activity particularly suitable over a school holiday.

Homework should not always be writing or worksheets.

Special Educational Needs:

Depending on the stage of the Code of Practice that a child is on, homework might take the form of a game or may relate specifically to an aspect of the child's I.E.P. Homework should always relate to the child's experiences in school however, and should not be set in isolation. Consideration should be given by the class teacher as to whether the amount of time spent on homework may differ to that of the rest of the year group.

How homework will be co-ordinated so that demands on pupils are balanced and manageable:

The teachers in each year group are responsible for ensuring that the demands of homework are manageable for pupils, parents/carers, and teachers.

Homework should have a regular pattern each week. Throughout the school, homework should be given on Friday and returned by the following Wednesday.

Staff follow the guidance below for homework

- Do** make sure all written forms of homework are proof read for errors
- Do** give lots of praise, stickers, certificates etc to children who complete homework
- Do** expect and encourage all children to carry out activities
- Do** ask children why a task has not been completed
- Do** ask parents to support their child's learning by encouraging their child to carry out homework tasks if activities are repeatedly not attempted

Any consequences for not completing homework should be thought through carefully, considering the child's individual circumstances, and in any case should not mean losing more than one playtime per week. Children who regularly do not complete homework should be considered for a place in 'homework club'.

The role of parents and carers in supporting pupils:

Just as it is the responsibility of teachers to set homework, it is the responsibility of parents to ensure that homework is completed, (see Mayespark Primary's Home School Agreement).

Parents should make it clear to pupils that they value homework and give them praise for completing it.

If some children are not completing homework, it is the teacher's responsibility to draw this to the attention of parents or carers as soon as possible, or at Parents' Evenings.

Record keeping and monitoring:

Reading records should be checked regularly by the class teacher. There is an expectation that parents or carers will sign the reading record, not just the child/sibling.

	EYFS, Year 1&2	Year 3&4	Year 5&6
Reading to your child	Read different books to your child at least 6 days a week for at least 15 minutes.	It is still important that parents/carers read to older children. This may involve reading together and talking about non-fiction texts. For example, a newspaper article or an information book about a topic they are interested in.	
Hearing your child read	Listen to your child read their RWI/ book bag book or school banded book at least six days a week. Talk about what they have read referring to the questions in your child's home reading record.	Children are to read their banded book at least 6 days a week for about 20-30 minutes a day. Non-banded books can be read only when first checked by a teacher and after every two banded books have been read.	Children are to read their banded book at home at least 6 days a week for at least 30 minutes a day. Non-banded books can be read only when first checked by a teacher and after every two banded books have been read.
Signing your child's reading record	Sign and date your child's home reading record each day, recording the book they have read to you.	Sign and date your child's reading record each day they read, making a note of the page numbers. Once your child has been told by their teacher they are an 'Independent Reader', they may prefer to complete their reading record themselves and parents can sign just once a week.	
Changing books	School books will be changed at least weekly and a school adult will sign your child's reading record weekly. Class teachers will check home reading records daily and will hear your child read once every three weeks.	Children can change their reading book whenever they need to. Class teachers will check reading records daily and will sign / comment in your child's reading record once every three weeks.	