

Millhouse Primary School Homework Policy

We believe that an enjoyable, organised homework programme helps children acquire the skills and self-motivation that will help them become life-long, independent learners.

We acknowledge the important role homework plays in developing home/school links, giving parents / carers an insight into the curriculum and promoting family learning. We will endeavour to provide opportunities for parents / carers to enjoy working with their child at home.

It is intended that this policy will provide clear guidance for the setting of homework.

Research suggests that homework makes the greatest contribution to learning when:

- Tasks are planned and structured to support learning
- There is consistent practice across the school in setting, managing and marking homework as appropriate.
- There is a regular programme, so that everyone knows what to expect.
- Pupils, clear about what they need to do.
- Parents / carers and carers are partners in their children's learning.
- There are high expectations of pupils in completing homework.
- Pupils receive prompt and clear feedback on their work
- The policy is monitored and evaluated.

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 the skills of an independent learner
- to promote a partnership between home and school in supporting each child's learning
- 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

Homework Expectations at Millhouse Primary

This will take the following form:

Reading – all children will be provided with a reading book at their level and home-school reading record. Children are expected to read their reading book at least 3 times a week for 10-15 minutes. Sometimes it may be more appropriate to read for longer at the weekends. Older children may read to themselves and discuss the book with parents / carers. Parents / carers then write in the home-school book to communicate information about their child's reading. Parents / carers and children can change their reading books when they are ready and do not need to wait for adults in school to oversee this. Only school staff will change the level of book that children are on at the appropriate time. Older children may then move onto free readers.

Spellings – spellings are given to the children every week for a test the following week. The words given are different depending on the child's ability and age. They follow phonetic patterns until children are ready for more complex words

English and Maths – Pupils will receive a piece of homework relating to English or maths each week. Older children will receive both subjects. Such work will be designed to consolidate the work taught in class and will be matched to the child's abilities. Where appropriate, we use the Studyladder website for children to access maths homework suitable for their level of learning.
(www.studyladder.co.uk)

Children also receive mental maths 'Learn It,' facts, such as number bonds, number families and times-tables. We have purchased the program TT Rock Stars which the children can use at home to practise multiplication tables.

The expectations for homework increase as the children get older in order to ensure children are prepared for the demands of secondary school.

Project Homework

At times project homework might be set to support and enrich the topic the children are studying. Pupils will be allowed longer to complete these tasks and the teacher will make clear the expectations of such work.

Homework in EYFS

EYFS Reading: Children will start with a pre reading book containing individual letter sounds and simple blends. The children will be encouraged to say speed sounds, leading to blending cvc sounds into words. When they are confidently applying this knowledge a reading book will be provided.

EYFS Spelling: When children are working on Phase 3 phonics, spelling lists are provided to learn each week.

Other homework in EYFS: Children do not receive traditional homework however parents are expected to contribute to the online learning journal through the Primary Essence portal. Parents are provided with a guide to 'What to expect when' in their child's development. They are encouraged to share the wow moments that only they see at home. For example, the awe and wonder displayed by their child when visiting a library or zoo; the first time they learnt to balance on a bike; the moment when they learnt to dress themselves for the first time. This will then show a holistic approach to a child's development through the seven areas of learning.

Responsibility of the Class teacher

The class teacher will set the homework to be done in line with the aims of this policy. The class teacher will do his/her best to ensure that the work is manageable for the pupils, parents / carers and the class teacher. The class teacher is responsible for ensuring that pupils and parents / carers have a clear understanding of the homework task.

Marking and Assessment

Marking and assessment should be constructive and:

- help pupils to learn
- help the teacher to monitor pupil progress
- provide constructive feed-back
- inform planning for subsequent work
- be based on evidence of what pupils know, understand and do .

Assessment will relate to the year group expectations contained in the National Curriculum and be based on a range of evidence including, collected/recorded work and pictures. Forms of assessment will be as varied as possible and appropriate to the purpose.

Marking of homework will be consistent with the school's agreed marking policy.

Assessment and any recording of homework and the particular aspect of the curriculum it relates to, will be consistent with the school's Assessment and Recording Policy and will involve both teacher and pupil.

Reporting on the effectiveness of homework will be done, as appropriate, through: Parents Evenings, End of year written reports, Parent survey/voice and School website submissions.

Rewards and sanctions.

Children will be rewarded for consistent reading, achieving in spellings and mental maths, and completing tasks using the school reward systems e.g team points/ superstar stickers. For children who consistently fail to read at home, produce acceptable levels in their spellings and mental maths or complete set tasks, parents will be contacted.

Older children will be expected to take full responsibility for their homework as part of their preparation for secondary education. If homework is not produced to an acceptable standard then break and lunchtimes will be set aside as homework time.

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.

The role of parents / carers

Parents / carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents / carers 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 / carers 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 / carers have any problems or questions about homework, they should in the first instance contact the child's class teacher.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. In school monitoring is done by subject leaders and the Senior Leadership Team.

This policy will be reviewed every two years.