

Lickhill Primary School



Homework Policy

Date of policy: January 2017

Ratified by the Governing Body on: 30.01.17

Signed : *A. Bhardwaj* (Chair of Governors)

1. Rationale/Introduction

1.1 *'A good, well-managed homework programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Homework also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.'*

1.2 This new policy has been developed after intensive discussion with staff and as a result of questionnaires to parents and children undertaken during 2016. This new policy reflects the majority of views expressed in questionnaires and discussions.

2. Aims and Objectives

2.1 To develop skills and attitudes needed for successful lifelong learning.

2.2 To support the development of independent learning skills and provide a range of opportunities for children to deepen their learning, develop individualised learning and present their findings in a range of creative ways.

3. Strategies/Implementation

3.1 Effective homework

Learning at home is an essential part of good education. Regular homework is important as it gives pupils the opportunity to practise at home the tasks covered in class, and helps the pupils work towards improving important skills. It also helps children and young people to become confident and independent in their learning, which will help throughout their time at school and in adult life.

In primary schools, the focus of homework should be on the important skills of reading, writing and number sense. Regular reading at home, especially reading with parents, is essential for development in all aspects of learning.

At Lickhill we have developed additional tasks which are more creative in their nature and more practical. These span over more than one week, allowing flexibility at home and time to develop ideas. The children stated that these were their preferred type of homework due to their creative nature and time spent with their parents /carers. These tasks develop a deeper knowledge of a topic and allow individuals the chance to develop their own lines of enquiry and ways of presenting information. They are shared with the rest of class and the children learn a lot from listening to the presentations of others. We do this as we value the importance for the child to articulate and share with growing confidence, their interests and passions.

3.2 The Role of Parents/Carers

Parents and carers should endeavour to:

- provide a reasonably peaceful, suitable place in which their child can do their homework, usually with an adult,
- make it clear to pupils that they value homework, and check that it is carried out regularly,
- encourage pupils and praise them when they have completed homework,
- become actively involved in joint activities with their children – and have fun together!

Any problems or queries about homework may be discussed with the class teacher and can also be communicated in home/school diaries or communication books.

3.3 Guidance

We expect the same high standards of quality as we do in school. The time needed for each task will differ, depending on individual children. Please use your discretion.

At school we provide a homework club every day during break time where a member of staff is assigned to support the children. This club is for children who are unable to complete their homework tasks at home for any reason. It also allows access to computers if this is difficult at home.

3.4 Reception Class (Early Years)

Home tasks are set throughout the year and vary in length. They are set fortnightly and clearly explained in the communication book. Many tasks explore elements of the early learning areas and often explore the development of independence skills and opportunities for communication and language through family orientated activities.

3.5 Equal opportunities and SEND

The needs of all our children is key to successful homework tasks. In many cases the tasks are open-ended so that all abilities are able to access the learning opportunities. In some cases differentiated tasks are set to suit the needs of individuals.

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Suggested guidance

Year Group	Activities
YR	<ul style="list-style-type: none">• Reading – 5-10 minutes, 5 x week with an adult• Home learning challenge / activity (fortnightly)
Y1	<ul style="list-style-type: none">• Reading – 10-15 minutes, 5 x week with an adult• Spellings – RWI• Creative activities (at least once a term)• English/Maths/Topic activity
Y2	<ul style="list-style-type: none">• Reading – 10-15 minutes, 5 x week with an adult• Spellings• Times Tables (2,3,5,10)• Creative activities (at least once a term)• English/Maths/Topic activity
Y3	<ul style="list-style-type: none">• Reading – 15-20 minutes, 5 x week with an adult• Spellings• Times Tables (3,4,8)• Creative activities (at least once a term)• English/Maths/Topic activity
Y4	<ul style="list-style-type: none">• Reading – 15-20 minutes, 5 x week with an adult• Spellings• Times Tables (all of them)• Creative activities (at least once a term)• English/Maths/Topic activity
Y5	<ul style="list-style-type: none">• Reading – 20 minutes, 5 x week with an adult –(focus on comprehension)• Spellings• Times Tables (all of them - rapid recall, square numbers)• Creative activities (at least once a term)• English/Maths/Topic activity
Y6	<ul style="list-style-type: none">• Reading – 20 minutes + –(focus on comprehension), 5 x week with an adult• Spellings• Times Tables (all of them - rapid recall, square numbers)• Creative activities (at least once a term)• English/Maths/Topic activity

The English/Maths/Topic activity will often be activities on Education City (an online learning tool). Please contact the class teacher if you have problems logging on or access to computers / tablets. For some android tablets and iPads, download the Puffin App to access Education City.

Reading, spelling and number bonds / times tables are essential home learning as it is the regular, over-learning strategies which embed these skills and allow children the confidence to apply them in school and in real life situations.