

'Homework' refers to any activities or pieces of work which children are asked to do outside lesson time, either on their own or with their parents.

Our Intention:

- To reinforce and deepen learning which has taken place in school
- To promote an effective partnership between home and school
- To encourage children as they get older to develop the confidence and self-discipline needed to work on their own, preparing them for the requirements of secondary school
- To ensure that all children and parents have a clear understanding about what is expected of them
- To ensure the needs of the individual children are taken into account

Our Implementation:

- The creation of opportunities for parents and children to work together to enjoy learning experiences
- The provision of homework tasks designed to consolidate classroom learning
- The provision of homework designed to promote independent learning in the older children

Types of Homework and Time Allocation

The main focus of homework for each year group is on English and maths. As the children move up the school, they are provided with other curriculum areas to study at home while the focus remains on English and maths. Older children are encouraged to develop the skills of independence to work on their own to both benefit their learning and prepare them for the demands of homework at secondary school.

Regular reading practice to and with parents is essential (especially in younger children) if progress is to be made. We would expect the following amounts of time to be spent on reading at home at least 3 times per week.

Reception	10 minutes
Years 1 and 2	10-15 minutes
Years 3 and 4	15-20 minutes
Years 5 and 6	20 minutes

Additional time should be spent daily on other curricular activities, as suggested below:

Reception	5-10 minutes
Years 1 and 2	10 minutes
Years 3 and 4	15 minutes
Years 5 and 6	20 minutes

Reception

At this early age, the emphasis should be very much upon actively involving the parents in their children's learning. In Reception the most important activity that takes place at home is reading.

In addition to reading, children may undertake short activities of different kinds: learning spellings; practising letter formations; and number facts all provide a very important opportunity for young children to talk about what they are currently learning at school.

Years 1 and 2

Work to be carried out at home is based on learning weekly spellings and on English and Maths activities linked to class learning. In addition to this, all children are expected to practise their KIRF facts at home.

Years 3 and 4

Work to be carried out at home is based on learning weekly spellings and on English and Maths activities linked to class learning. In addition to this, all children are expected to practise their KIRF facts at home (including the essential times tables knowledge which they will need).

Years 5 and 6

Homework tasks are the same as for Years 3 and 4 in addition to specific activities to encourage and develop independent learning. These activities could involve:

- Finding out information
- Reading in preparation for lessons
- Preparing oral presentations
- Written pieces of work
- Book reviews
- Revision in preparation for the Key Stage 2 SATs (Year 6 only)

Homework diaries are used in Year 5 and 6 in preparation for transfer to secondary school.

Individual Needs of Children

All homework should be appropriate for the differing needs of the children. Some of the more able children require homework, which is set to challenge them whereas other children require work to reinforce skills they have learnt in school. Children with special needs may occasionally benefit from being given work, which is different from that which is given to the rest of the class or group. If this is the case, they should not be expected to complete work set for the rest of the class in addition to their special needs work.

Having taken into account the needs of the children, all homework tasks should also:

- Have a clear objective and time scale
- Allow for all children to succeed
- Help to develop social skills in addition to other skills
- Be manageable for teachers and children

Responsibilities

The Class Teacher

Each class teacher should ensure that the amount and demands of the homework are manageable on a day to day basis

At the beginning of every academic year, the teachers of each year group produce a letter to be sent home to the parents of the children within the year group informing them of the types of homework their children will receive that year, how much time they will be expected to spend on it and the days on which the work is to be handed in. These expectations will be clarified in class curriculum evenings held in September.

The Child

- Each child should be made aware of the importance of homework and the expectations of the school concerning completing the work and returning it to school on time.
- They should ensure all work is well presented and checked through for careless errors.

The Parent

All parents should be encouraged to:

- Make it clear to their child that they value homework and support the school in its aims regarding homework.
- Praise their child on completing their work.
- Provide a quiet place in which their child can work on their homework either alone or with their support.

Guidelines on how long should be spent each day on homework are provided in this policy. If the work is not completed within the time allowed, the child should be encouraged to leave the piece of work and return it to school unfinished.

The school expectation is that homework will be done, but we understand that family commitments *sometimes* prevent this. Time can be provided during lunchtimes or breaks or before the start of the school day to enable children to finish homework tasks in these instances.

Home/School Agreement

All new parents receive a copy of the homework home/school contract when their child begins at Lothersdale School. The contract outlines the aims of the school with regards to homework and asks for the parents' support in meeting these aims. They are asked to sign and return the contract to school.

Feedback and Marking

Where work is done together with parents, children often receive immediate feedback on what they are doing. In the case of work they complete on their own, it is important that they be given feedback as soon as possible. This feedback may often be in the form of class discussion so key information can be reinforced; alternatively, feedback may be in the outcome of tests e.g. spelling and tables tests or through discussion with their teacher or through written feedback in books..

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