

# Bushey Heath Primary School

## Homework Policy

A vibrant school inspiring children to realise their potential

### Aims of Policy

- To provide a clear definition of the purpose and nature of homework at Bushey Heath Primary School.
- To identify our shared views of good practice.
- To establish how homework will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

### Definition

At Bushey Heath Primary School we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

### Purpose

The purpose of homework at Bushey Heath Primary School is to provide opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

### Range of Activities

A variety of tasks are used to meet planned learning objectives. These can include:

- Speaking and listening activities
- Reading
- Spelling and word investigations
- Book reviews
- Reading comprehension
- Independent research
- Practical maths investigations
- Collecting items linked to a theme

### Organisation

Progression is planned from Reception to Key Stage Two through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.

In Reception, children are expected to complete a task or activity linked to the Early Years curriculum, which lasts for around 10 minutes. This will include Jolly Phonics and reading. Children are expected to read daily.

In Year One, children are expected to read with an adult for around 10 minutes 3 x a week and complete 20 minutes of maths each week.

In Year Two, children are expected to read for 10 minutes 3 x a week and practise their weekly spellings. In addition they complete 20 minutes of maths each week.

In Year Three, there is an expectation to read for around 15 minutes and practise spellings daily or grammar activity, along with the completion of one 20 minute maths tasks per week.

In Year Four, children are expected to read for 20 minutes, practice daily spellings or grammar activity and complete two 20 minute maths tasks per week.

As children move into upper Key Stage Two, they are expected to take increasing responsibility themselves for the completion of their homework.

In Year Five and Six, there is a minimum expectation of 20 minutes per day spent on reading, practising daily spellings or grammar activity and the completion of two to three 20 – 30 minute maths tasks.

Most maths homework is set on-line and, whilst there will be one teacher directed activity, children will have the opportunity to access additional online homework, occasionally the children may be asked to present homework on separate sheets of paper. Class teachers will decide if it is acceptable to word process a piece of homework. Where homework is handwritten by the child, a good standard of presentation is expected.

If a child has no internet access at home the parents is to liaise with the class teacher for a suitable alternative to be arranged.

### **Roles and Responsibilities**

When teachers set homework they will ensure that:

- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- In upper KS2 it is supported by homework diary in which children and parents can note success and record any problems encountered.
- Time scales for completion and submission are explicit.
- Work 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.
- If they fail to complete the task they will be expected to complete it during free time at school.

Parents have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for its completion.

Children are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

A homework club is provided for children that are unable to complete their homework at home.

In Reception, children are awarded stickers and names are placed on a rewards board. If there are problems completing activities, teachers will discuss with parents.

In KS1, children are also rewarded with stickers and given frequent encouragement. Good examples of completed recorded tasks are shared with the class. Records are kept of work completed and if appropriate children are given a further opportunity to complete by a set date. Any problems arising are discussed with parents.

In Years Three and Four, children who complete their homework are praised in class and there is regular encouragement. Those who fail to complete work on a frequent basis are asked to carry out the activity in their own time in school. This may be during a break time.

In Year Five and Six, children completing homework are praised and outstanding examples of extra effort are rewarded. Teachers keep a record of work completed. If required children are asked to complete tasks in their own time in the school day. Parents are informed if a child regularly fails to complete homework.

### Special arrangements

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs, as well as those requiring further challenge.

### How you can help:

- Provide a quiet area where your child can work. It is helpful to switch off the TV to aid concentration.
- Offer your help and support for younger children to complete tasks.
- Expect older children to work independently, but make it clear that you are there if needed.
- Encourage your child to complete homework on the day set, as the task will have just been explained. If they leave it until the day before it is due in, they may find that they need resources that they do not have to hand.
- The setting of homework several days in advance enables children to develop skills in organising their time. Younger children will need your support in moving towards this.
- Take an interest in the homework and encourage your child to take a pride in the presentation of written tasks. Work should be handwritten by your child in pencil or a suitable handwriting pen, unless directed otherwise by your child's class teacher.

### What do I do if I have a query?

If your child has a problem completing the homework or you have any questions, please call in and see the class teacher or write a note in the Home School Learning Diary. We will do all that we can to resolve the problem. Your support in the process is vital for children's success in developing self-study skills as they move on up through the school.

We hope that this booklet has been helpful. Further information about our approach to homework can be found in our homework policy document which is available at the school. Please ask at the school office.

*The policy was developed in consultation with teaching staff and a representative selection of parents and governors.*

Date adopted by:	
Version:	
Date Policy Reviewed/Amended:	May 2017
Chair of Governors:	
Headteacher:	
Review Date:	May 2019
Reviewed by:	

What does it look like?

Homework involves a range of activities including the following:

Collecting items linked to a theme

Speaking and listening tasks

Spelling and word investigations

Independent research

Collecting data

Book reviews

Reading

Skills practice

Maths investigations

Educational games

