

# Meltham CE (C) School



## Homework Policy

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### 1.0 Aims

The aims of this homework policy are

- To ensure consistency of approach throughout the school.
- To ensure progression towards independence and individual responsibility.
- To ensure parents and carers have a clear understanding about the expectations for themselves and their children.
- To consolidate, extend and support learning.
- To provide opportunities for parents and pupils to work in partnership and enjoy learning experiences.

### 2.0 Roles and Responsibilities

#### 2.1 School Staff

- to provide a range of homework tasks and activities to consolidate and extend learning in class through a variety of means including paper based homework, reading expectations and homework to be completed through the Purple Mash school learning portal;
- to ensure that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability; and
- to communicate with parents and keep them informed of children's progress, projects and topics to be studied, and their child's individual targets.

## 2.2 Parents/Carers

- to provide somewhere peaceful for children to work without the distractions of television, other family members and pets;
- to provide a suitable place, equipped with a comfortable chair, clear table space, good light and basic stationery
- to provide encouragement and support to children when they require it;
- to support the school in explaining to children that homework is valued and aids learning;
- to encourage pupils and praise them when homework is completed;
- to be actively involved in the homework of all children;
- to sign and date their child's homework diary weekly on completion of homework, adding comments for the class teacher when appropriate; and
- to understand that homework is non-compulsory.

## 2.3 Pupils

- to tackle home tasks promptly and with a positive attitude;
- to take pride in presentation and content, acknowledging the high personal standard expected;
- to be organised so that necessary books and equipment are not left at school; and
- to take responsibility for handing in the completed task on the agreed day.

In order to allow for the child's other activities at least two nights will always be provided to complete homework

## 3.0 Policy

Learning at home is an essential part of good education. Regular homework is important, since it gives pupils the opportunity to practise at home the tasks done in class, and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and later, in adult life. Homework activities are an important part of the home/school partnership. All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

### 3.1 Time Allocations

The table below provides an approximate measure of the length of time children should be expected to spend on homework tasks each week. School recognises that the length of time needed to complete tasks will vary between children. It is understood that parents will help their children to manage their tasks within reasonable timeframes and that with the exception of reading, the amount of homework may vary from week to week as a result of its purpose – to build upon, consolidate and extend learning which has gone on in class.

Year	Total time per week	Subjects	Other homework
Foundation Stage	40 minutes	40 minutes sharing books and reading	
Year 1 Year 2	1 hour	40 mins reading, 10 mins spelling, 10 mins maths	
Year 3 Year 4	1 hours 20 mins	50 mins reading, 15 mins spelling, 15 mins maths	May be offered in relation to class topics and may take the form of prescriptive tasks and/or projects.
Year 5 Year 6	2 hours	75 mins reading, 20 mins spelling, 25 mins maths	Over a term or week, assignments are set with clear guidelines for successful completion. Year 5 and 6 children are asked to complete an extended piece of research homework during a designated term in the year. Year 6 children may be given additional practice tests to complete at home in the lead up to National Tests

## 3.2 How should time allocation be used?

### 3.2.1 Reading

How the reading time allocation is spent will be dependent on the age and ability of the child. Initially, reading will be a shared activity with an adult focussing on enjoyment and the decoding of the words. Children will bring home independent reading books for this and the reading should be recorded in the reading record book of year groups who use them. As children's reading ability improves, the reading will still be shared with an adult but the focus will now be on the understanding of the text. Finally, once the child reads fluently, the adult may just check on reading habits, encourage the child to widen their reading and question them on their likes and dislikes.

### 3.2.2 Spelling

Children will regularly be provided with words to learn for homework, in addition, spelling investigations and spelling rules may also be given and are tested in school.

### 3.2.3 Maths

The school places great emphasis on instant recall of addition, subtraction, multiplication and division facts and these are learnt more quickly if they can be practiced at home. It is more productive if these are learnt in a fun way, using games, rhymes, songs, and online resources. All

children and year groups have identified times tables for learning - once children have learnt these number facts, maths homework may be based around investigations and game-type activities in order to reinforce concepts and facts in a fun way.

### 3.3 Feedback for pupils, parents, carers and teachers

It is important that feedback is given to pupils as quickly as possible. This is given in a number of ways:

- immediately by parents or carers;
- through discussion in class where homework is a part of the class work;
- through tests such as tables or spellings which relate to homework set;
- through individual comments from teacher on written assignments;
- through online teacher response on the Purple Mash school learning portal;
- through pupils reviewing the work done in small groups; or
- through presentation of homework in class and school assemblies.

Teachers are interested to know how children carried out activities: whether they were too hard or too easy. As with all school activity, parents are invited to discuss any queries with their child's class teachers who can be contacted by email using the email addresses found on the school website.

## 4.0 Appendices