

BRIZE NORTON PRIMARY SCHOOL

POLICY FOR HOMEWORK

Through the policy we aim to:

- ensure consistency of approach throughout the school
- ensure progression towards independence and individual responsibility
- ensure the needs of individual pupils are taken into account
- ensure that parents/guardians have a clear understanding about expectations from themselves and the pupil
- extend and reinforce the learning experience via reinforcement and revision.
- provide opportunities for parents and pupils to work together to enjoy learning experiences
- encourage children to develop long term strategies for future needs.
- prepare Year 6 children for secondary school transfer.

Role of Parents/Carers

We value the assistance that parents/carers provide in supporting the children's education at home. As joint educators, parents can help by creating a suitable environment for their children to complete homework activities. We aim for homework activities to encourage family learning, whereby parents/careers and children can work together. By the end of Year 6 we aim to build children's independence when completing homework tasks.

The homework policy applies to everyone.

Expectations

- Homework should be handed in on time unless prior arrangement has been made with the class teacher.
- Homework should be completed in pencil unless otherwise directed.
- Homework should be presented neatly and of a standard we would expect for the child.

Guidelines

FOUNDATION STAGE – MRS WINTER'S CLASS

Children in Class 1 should be given daily opportunities to share books and other reading materials at home. Inside the reading record books are suggestions for discussion about the books that children read. As the year progresses children may be sent home with keywords to practise reading or specific activities to consolidate work in the class. In addition parents are asked to make observations of their children at home over the year.

CLASS 2 – MRS CHALLENGER AND MRS COX'S CLASS

Children in Year 1 and 2 are expected to read for 10 minutes daily and parents are asked to complete their reading record which will be monitored in school daily.

Maths and Literacy/Topic homework will be sent home on a Friday to be returned the following Wednesday.

CLASS 3 - MRS KERR'S/MRS RAE'S CLASS

Children in Class 3 are expected to read for 15 minutes daily and we ask that the child or parent dates and makes a comment in the reading record, which will be monitored in school daily by a teaching assistant and weekly by the class teacher.

Children will bring home a spelling activity on a Wednesday, Thursday or Friday depending on their spelling group. They will be tested on their spelling words the following week.

Maths homework will be sent home each Wednesday to be completed by the following Monday, this may include activities to assist with the learning of multiplication facts.

CLASS 4 – MRS BARKER AND MISS GRANT'S CLASS

Children in Class 4 should read for at least 20 minutes daily and we ask that the child or parent dates and makes a comment in the reading record. These are checked in school daily. Children may also be asked to follow up work from their guided reading sessions in school or to respond to a specific question linked to their individual reading.

Spellings will be sent home on a Friday for the children to learn by the following Friday.

Maths homework will be set each Wednesday to be completed by the following Monday.

One other extended homework task will be set each term related to the class topic.

Year 6 children may be given one additional piece of homework each week.

Each class teacher will be responsible for setting the homework, making sure the demands of homework are manageable for pupils and parents. Teaching Assistants are sometimes required to mark homework and will alert the teacher to any problems that may arise from the homework.

Each child is provided with a plastic homework folder or homework book.

Special Educational Needs

Children with Special Educational Needs will be set homework (according to their year group). The work set will reflect the child's needs and abilities.

Occasionally children with Special Educational Needs may be asked to learn a small number of keywords linked with the support programme being delivered in school.

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