

# Northhill C of E VA Lower School

## Homework Policy

### **Introduction**

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, parents who spend time reading a story to their child before bedtime are helping with homework.

### **Rationale for homework**

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide. Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. We see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the ways in which children can acquire the skill of independent learning.

Homework should play a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We recognise the importance of home life in the development of children, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school. By setting our homework on a weekly basis we acknowledge the importance of our pupils outside activities.

### **Aims and objectives**

The aim and objectives of homework are:

- To enable pupils to make maximum progress in their academic and social development
- To help pupils develop the skills of an independent learner
- To promote a partnership between home and school in supporting each child's learning
- To consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons
- To help children develop good work habits for the future

### **Types of homework**

We set a variety of homework activities. In the Foundation Stage homework ranges from learning to dress and undress, bringing in an object of interest and reading. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings or mathematical tables as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying it in school or to seek artefacts and articles which support our topics. Occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending

further time on it. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library, the internet and CD-Roms.

At Key Stage 2 we continue to give children the sort of homework activities already outlined but we expect them to do more tasks independently. We set literacy or numeracy homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practise at home.

### **Amount of homework**

We increase the amount of homework that we give the children as they move through the school. We expect Key Stage 1 children to spend approximately one hour a week doing homework including reading and spelling. We expect children in years 3 and 4 to spend approximately 2.5 hours per week on homework. This is in line with the DfEE guidelines that were issued in 1998.

### **Pupils with special educational needs**

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way, referring to the Individual Education Plans (IEPs).

### **The role of parents**

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents have any problems about homework, they should, in the first instance, contact the child's class teacher, then if necessary contact the Headteacher.

### **Monitoring and review**

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues.

Signed on behalf of the Governing Body

Ian Malcolm  
Chair of Governors