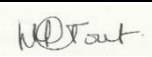




Policy Name	Homework
Review and Approval by	Full Board of Governors / Headteacher
Date Ratified	June 2017
Signed By	
Position	Chair of Board of Governors
Review Period for this Policy	Annual
Date for Future Review	June 2018

Implementation of this policy supports the duties to promote equality of opportunity and positive attitudes in relation to disability, gender and race and to eliminate discrimination on the grounds of age, disability, gender, race, religion or belief and sexual orientation.

Date	Changes
23/9/15 9/5/17	<p>Changes to the homework allocated to each year group</p> <p>Changes to EYFS homework – insertion of initially. Insert ‘In the summer term this will change to a fortnightly phonics and on occasions there may be specific activities based around number and literacy.’</p> <p>Year 1 wording changed on spelling to 6 – 10 weekly spellings based on the common exception words and phonemes they need to know</p> <p>Year 3 spellings changes from 10 -15 weekly spelling to fifteen weekly spelling from</p> <p>Year 4 deletion of the children may also have a short research task that is linked to the topic</p> <p>Year 5 changes spelling to eighteen spellings</p> <p>Year 6- deletion of eighteen spellings. Re –wording of English and mathematics tasks to be ‘In addition, there will be regular short tasks set around mathematics and English.’</p> <p>Deletion of the paragraph regarding summer transition homework</p> <p>Amendments to marking of homework to describe a range of ways to acknowledge homework</p>



Montpelier Primary School Homework Policy

Introduction

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 way in which children can acquire the skill of independent learning.

Whilst 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 are aware that children spend more time at home than at school, 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 school.

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 with no distractions. They can also help their child complete their homework at a sensible time when they are not tired and by discussing the work that their child is doing in a positive way.

We recognise that parents have a crucial role in the education and development of their children through the time they spend with them out of school. The array of normal activities parents do with their children such as talking, playing board games, reading a story, going on walks, building models, cooking, gardening together and going on visits are all of educational value and of great importance in the academic, emotional and social development of a child.

EYFS homework

Children in EYFS will initially be given a sheet each week with letters, words, a shape and number of the week. In the summer term this will change to a fortnightly phonics sheet. Each day, children will choose two books to take home; one reading book for the child to 'have a go at reading' with support from parents and a library book for adults to share with their child. Parents will be asked to record comments about their child's reading in their reading record. On occasions there may be specific activities based around number and literacy.

Year 1 homework

Year 1 children will receive spellings based on the common exception words and phonemes they need to know. Children will also have a reading book to read to parents and a library book to share with an adult. Parents will be asked to record comments about their child's reading in their reading record. In addition, a weekly English/ mathematics or topic task will be set.

Year 2 homework

Year 2 children will receive spellings based on the phonics being taught for that week. They will need to become familiar with these. Children will also have a reading book to read to parents and a library

book to share with an adult. Parents will be asked to record comments about their child's reading in their reading record. In addition, a weekly English/ mathematics or topic task will be set.

Year 3 homework

Year 3 children will receive spellings based on the spelling rules being taught for that week. They will need to become familiar with these. Children will also have a reading book to read to parents. Parents will be asked to record comments about their child's reading in their reading record. In addition, a weekly English/ mathematics or topic task will be set.

Year 4 homework

Year 4 children will receive spellings based on the current spelling pattern they are learning. They will need to become familiar with these. Children will also have a reading book to read to parents. Parents will be asked to record comments about their child's reading in their reading record. A weekly mathematics or English or topic task will be set each week.

Year 5 homework

Year 5 children will receive spellings based on the current spelling pattern/rules they are learning. They will need to become familiar with these. Children will also have a reading book to read to parents. Parents will be asked to listen to their child read as often as possible, even if their child is a fluent reader, and question them afterwards on what they have read. Parents will be asked to record comments about their child's reading in their reading record. A weekly mathematics and English or topic task will also be set each week taking approximately 30 minutes.

Year 6 homework

Year 6 children will receive spellings based on the current spelling pattern/rules they are learning. They will need to become familiar with these. Children will also have a reading book to read to parents. Parents will be asked to listen to their child read as often as possible, even if their child is a fluent reader, and question them afterwards on what they have read. Parents will be asked to record comments about their child's reading in their reading record. In addition, there will be regular short tasks set around mathematics and English.

Handing out and handing in homework

All homework will be sent home and posted in the year group section of the eschools with a clear date when the homework should be returned. There may also be useful educational links and guidelines for parents to support children in their tasks.

Children will be expected to hand in homework on time unless there is an acceptable reason why they are unable to do so. Homework will then be acknowledged in a number of ways: for example, through marking, discussion with the class, sharing work with others, celebrating with certificates or creating displays.

For children who regularly do not hand in homework, parents will be contacted to discuss reasons why this is not happening and in partnership with parents, encourage a better response to home learning. However, for children in Year 4, 5 and 6 who do not meet homework deadlines, homework will be expected to be completed on a Friday lunchtime.

Holiday homework during term time and summer

No homework will be set over holiday periods with the exception of Year 6 in the run up to their SATs. However, suggestions for fun family learning experiences, based upon the National Trust's '50 things to do before you're 11½', will be shared on the school's news notes and website each half term.

Concerns

Please do not let your child get upset about homework; if there is a problem they can speak to the teacher about it. If parents have any problems or questions about homework they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature they should contact the Headteacher.

Pupils with Special Educational Needs

We set homework for all children as a normal part of school life. We try to ensure that all tasks set are appropriate to the ability of the child. It is normal that, within any class, different homework activities are given to different groups of children to ensure the activity matches the children's ability.

Setting the right type and amount of homework for children with special educational needs (SEN) will need careful consideration by the class teacher and co-ordination with both the SENDCo and parents. The objectives of homework outlined in this policy should apply equally to pupils with SEN. Whilst children with SEN may benefit from special tasks separate from the homework set for other children in the class, it is important that they should do as much in common with other children as possible. Homework tasks for children with SEN should:

- have a very clear focus and time-guideline;
- give plenty of opportunities for pupils to succeed;
- help develop social as well as other skills where necessary;
- be varied and not purely written assignments;
- be manageable for teachers.