Cwrt Rawlin Primary School

Ysgol Gynradd Cwrt Rawlin

Homework Policy

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**Introduction**

Learning at home is an essential part of good education, since it gives pupils the opportunity to reinforce 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.

**Rationale for Homework**

Homework is a very important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, 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 activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

In compiling this policy we have sought and incorporated the views of parents through surveys in order to strengthen the partnership.

**Aims and Objectives**

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.

**The homework policy is designed:**

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

**Types of Homework**

**Reading as a key skill**

As a school we place great importance on the development of Reading at home and every child is given reading practice each week as part of their homework.

**Foundation Phase- Reading**

Throughout the school the children will experience, paired, individual and group reading. Guided Reading is an integral part of each school day from Reception to Year 6 focusing on skill development. There are also opportunities for children to read with the parent volunteers that come into school.

In Nursery the children bring home library books to share throughout the year and pre reading books in the Summer Term. Regular reading practice is encouraged, using a paired reading approach between the child and parent, carer or older siblings. This approach is explained during the meetings held at school when the child joins the Reception class. Reading /Writing workshops afford parents the opportunity to become familiar with approaches to reading, as well as a means of support including ideas and strategies. All pupils have a reading record book which is used to communicate comments regarding the child’s progress, between the teacher and the parent.

**KS2 Reading**

It is very important that the support of reading with your child is continued at home with the older children. Parents are asked to continue hearing their children read to improve fluency, accuracy, intonation etc. in addition discussion of the text is important to ascertain their level of comprehension. Older pupils who are more fluent and expressive are encouraged to read independently.

Each pupil has his/her own reading diary which logs their progress through the schools reading scheme. They have daily guided group reading sessions and access to the school’s library selection. Even when the child has attained fluency, reading is still encouraged as a homework activity, to aid the development of advanced higher order skills such as skimming, scanning ,comprehension, explanation, opinions, viewpoints etc.which are essential skills for the development of the independent learner.

It should be stressed that children are encouraged to read as wide a variety of books as is possible outside of school. Within school the children progress through a structured reading scheme which enables them to develop their reading and comprehension skills.

We will also encourage the pupils to take home a library book to share at home. The intention is that this book is for sharing with an adult not necessarily for the child to be able to read independently.

**General class guidelines on amounts of homework**

Reception- Reading, Phonics /Letter formation & Number work

Years 1- 6- Numeracy, Literacy, Spelling and optional Topic work

All classes have reading / spelling tasks on a weekly basis.

**How staff will support this policy:**

You will be advised by the class teacher at the outset of each year the timescales in which homework is sent out and expected to be returned.

All pupils from Years 1 to 6 are provided with a school homework book. Reception pupils are currently given teacher generated worksheets which are individually filed. From September 2016 all Reception aged pupils will each have a school homework book.

Homework is posted on the class website page, in addition any paper worksheets that are sent home will be clear and legible. Where appropriate an explanatory sheet will accompany the homework to support children and parents in the completion of tasks.

We will plan for the 3Rs

* Reinforcement
* Regularity
* Relevance
	+ By providing a range of homework tasks and activities to reinforce, consolidate and extend learning in class; spelling and maths will be differentiated according to ability;
	+ By keeping a regular time period for the return of homework, unless in special circumstances;
	+ By ensuring 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;
	+ By ensuring the tasks are relevant and appropriate for the stage of each child
	+ By dating the homework sheet sent home and when appropriate providing an explanatory sheet to accompany it. All home work will be marked, before returning it to the children.

**Feedback for pupils, by parents/guardians 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/guardians
* Discussion in class where homework is a part of the class work
* Through tests such as spelling, mental arithmetic, including times tables
* Individual comment from the teacher on written assignments
* Pupils reviewing their work in small groups
* Presentation of homework in class and school assemblies

Teachers are interested to know how children carried out activities; whether they were too hard/too easy/interesting etc. Parents may also like to comment on whether the time allocation was appropriate. As with all school activities, parents are invited to discuss any queries with their child’s class teacher.

**How parents can help to support children:**

* Provide somewhere peaceful for children to work without any distractions;
* Provide a suitable place, equipped with a comfortable chair, clear table space, and good light;
* Provide encouragement and support to children when they require it;
* Support the school in explaining to children that homework is valued and aids learning;
* Encourage pupils and praise them when homework is completed;
* Be actively involved in the homework of younger children in particular;
* Sign, date and comment if appropriate on their child’s homework when they are satisfied that they have achieved to the best of their ability.
* . We would appreciate the homework books being looked after and returned promptly each week.

**Pupils are expected to:**

* Make full use of all the opportunities they are presented with;
* Tackle home tasks promptly and with a positive attitude;
* Take pride in presentation and content, acknowledging the high personal standard expected including the use of **an appropriate writing pen or sharp pencil;**
* Be organised so that necessary books and equipment are not left at school;
* Take responsibility for handing in the completed task on the agreed day.

**Inclusion and Homework**

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, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are on the Additional Learning Needs register, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

**Use of ICT/Website**

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, we are fully aware that not all children have access to ICT and the internet at home.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides some links to some useful websites. Parents are advised always to supervise their child's access to the Internet to ensure their safety.

Occasionally, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school, or brought in on an appropriate memory stick e.g. for topic presentations

**Communicating the policy:**

A copy of this policy is distributed to each teacher, all parents and members of the governing body.

**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. Parents complete questionnaires and supply further information during the school's Estyn inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from the headteacher a report on the way in which homework is organised in our school.

**Evaluation:**

The homework policy is evaluated by the Headteacher, in conjunction with all teaching staff. It is subject to review annually by the Governing Body.

Reviewed

Next Review:

Signed: