

Whole School Homework Policy

Burchetts Green CE Infant School



Introduction and Background

Parents are a child's first and most enduring educators. Once formal education begins, the maintenance, encouragement and guidance of parental involvement in a child's continuing education is fundamental to the development of positive attitudes to learning. Homework can facilitate and strengthen the parent-school partnership. The purpose of this policy is to clarify the school's expectations with regard to homework, and the roles of parents, teachers and pupils in the learning process as it relates to work or activities which pupils are asked to do outside lesson times, either on their own, or with parents or carers.

The Purpose of Homework

Homework for children of this age group encourages an effective partnership between school and home and involves parents actively in children's learning. With careful planning aimed at complementing and extending classroom learning, rather than simply completing class work, homework will enable pupils to

- consolidate and reinforce skills and understanding particularly in the core subjects of literacy and numeracy
- practice the application of acquired skills in a sympathetic and supportive environment.
- carry out investigative work with support
- develop higher order thinking and research skills for independent learning and learning responsibility

Planning

Homework may be set in any subject, normally linked to pupils' topic work, and may include closely structured tasks such as spellings, as well as open ended assignments in the form of Brain Builders. The emphasis for homework will be on development and reinforcement of the core skills of literacy and numeracy as well as developing presentation and research skills. In planning homework assignments, teachers will ensure that tasks

- have a clear focus and time guideline
- give plenty of opportunity for success
- provide opportunities to develop social as well as other skills where possible
- are varied

Within the planning guidelines, the class teacher will be responsible for setting homework assignments appropriate to individual pupil's ability, including more able pupils and those with special educational needs.

Time to be spent on Homework

The time allowed for completion of an assignment will vary and will take account of the need for any investigative work, and of pupils' participation in out of school activities which are an important part of a child's personal and social development.

The timetable below sets out the school's expectations for pupils in each class/year group. The amount of time expected for homework activities will be adjusted to reflect pupils' progression and overall learning skills. The precise amount of time spent is less important than the quality of the tasks set and the pupil's application to the task.

Class	Activities	Suggested Time Spent
Reception	• Reading	10 minutes daily
	• Activities based on classwork set as appropriate	No more than ½ hour in total per week
	• Brain Builders	As appropriate for task
Year 1 and Year 2	• Reading	10-20 minutes daily
	• Spellings and mental Maths	10 minutes daily
	• Activity based on classwork	No more than ½ hour in total per week
	• Brain Builders	As appropriate for task

Parental Involvement

Through the setting of homework tasks, pupils are given the opportunity to practise key skills in a supportive environment. The role of the parent or carer is pivotal to the success of homework as an aid to learning. In general, parents or carers are asked to

- provide a reasonably peaceful and suitable place in which homework may be carried out in the home.
- where possible, and especially for younger children, offer 1 - to - 1 support whilst homework is being carried out.
- offer immediate feedback in the form of verbal encouragement and praise during the task and on completion
- make it clear that they value homework and support the school by explaining how it helps learning
- become actively involved in joint activities making use of guidance provided by the class teacher
- provide opportunities for children to talk about what they are learning and ask questions

The school will offer reading and maths workshops to all new parents, which will give an introduction to the methods used by the school to support learning in these two key subjects.

Feedback

Communication in the form of feedback is essential to maintain both pupils' motivation and an effective parent/school partnership.

The school will provide parents with information which will include

- details of termly topic and project work
- regular reports on their child's progress either verbally or in writing

Parents will provide the school with feedback through

- written comments in the reading & homework diaries provided by the school.
- early notification to the class teacher of any family circumstances which may be affecting the child's ability to carry out assignments.

Pupils will be given feedback on their progress through

- oral feedback from parents both during and following completion of the assignment
- oral or written feedback from the class teacher on work presented
- celebration of individual achievement at special whole school and family assemblies

Assessment

Assessment of pupils' homework will be consistent with the whole school Assessment policy, which is published separately and available to parents on request.

Resources

The school has a good range of fiction and non-fiction reading books and maths games suitable for all abilities of pupils, and in addition is able to provide other resource materials on loan as required. Resources are lent at the discretion of and under the direction of the class teacher. Parents are asked to ensure that property loaned by the school is returned promptly and in good order at the end of an assignment. Under the terms of the school's Charging and Remissions policy, governors reserve the right to charge parents for the non-return or damage of any such item. For certain specific assignments, worksheets may be provided that can be photocopied.

Policy Review

The policy will be reviewed every three years by the Education Committee.

This policy was approved at a meeting of the Education Committee held on 10 February 2021