

Woodmancote School

Homework Policy

Designated Member of Staff: G Tucker

RATIONALE

Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. We believe that homework plays a positive role in raising attainment and in helping children acquire the skills of independent learning.

We also believe that play and free time are important to children's growth and development. While homework is important, it should not prevent children taking part in music, sport, art, leisure pursuits out of school or interacting with family and friends.

THE AIMS OF HOMEWORK

We believe that homework can:

- Establish positive attitudes to learning
- Encourage enjoyment of learning
- Enable pupils to make maximum progress
- Help pupils develop the skills of an independent learner
- Build confidence
- Promote partnership between home and school in supporting children's learning
- Consolidate and reinforce learning done in school and allow children to practice skills
- Provide educational experiences not possible in school
- Help children develop good work habits for the future

THE ROLE OF THE SCHOOL

A variety of homework activities will be set, as outlined in Appendix 1. The homework schedule for each class will be outlined to parents in a termly letter from the class teacher. Appendix 2 gives an outline of the homework set for each year group. We expect children to complete tasks and return them on time, but appreciate that not all parents support the setting of homework for children at Primary school. If children consistently fail to return homework, the teacher will discuss this with parents. Deadlines will be given for all homework. Where necessary, homework will be marked. Feedback will depend on the activity. It may be given orally, written on work, as a class discussion or as a test result, e.g. a spelling test.

It is the school's intention to continue to develop provision for those children who would benefit from completing homework in a school setting. The school will seek to identify these children and ensure homework forms part of the school's provision to improve outcomes for all groups of children

THE ROLE OF PARENTS

We ask parents to encourage their child to complete the homework tasks that are set. A reasonably quiet place should be provided for children to work in. Parents need to be actively involved in their child's homework, especially with younger children. They should offer encouragement and praise to support their child with their work. If parents have any problems or questions about homework, they should contact the child's class teacher.

Reviewed: February 2008
May 2009
January 2009
Jan 2011

Signed:..... (Chair of Teaching and Learning)

Review: January 2012

HOMEWORK POLICY **appendix 1: DIFFERENT TYPES OF HOMEWORK**

AREA	CONTENT
Reading	From starting school, we encourage children to read at home with their parents. Initially children enjoy sharing books with parents and then gradually they read to their parents. Children take home a book every day, although it may not be changed every day. We ask parents to visit local libraries with their children and encourage them to read from a wide selection of books. Children throughout the school take home a Home-School Diary for the school and parents to communicate about the child's reading.
Writing	Encouraging children to write for a variety of audiences and purposes is a key part of the English curriculum. Written homework may include handwriting sheets, grammar and punctuation exercises and extended pieces of writing, when appropriate.
Number facts and multiplication tables Numeracy tasks	<p>We believe that it is vital that children learn their number facts and multiplication tables. We teach these in school, but children will need reinforcement at home and parents can help with this. From reception onwards, children learn number bonds, e.g. which pairs of numbers make 5? then 10? then 20 and so on with larger numbers. After this comes multiplication tables, which are always linked with division. Children will be tested in mental maths and multiplication tables as part of mental and oral starters in numeracy lessons and in more formal tests. Multiplication tables are tested in a variety of ways, including problem solving.</p> <p>At Key Stage 2 weekly homework will be set to reinforce work in numeracy lessons. This may be a written task or may be practical work or a game/activity.</p>
Research	<p>Children may be asked to research topics at home. This may involve the use of books or the internet. This will be used to support or extend work done in school. We ask parents to support project work by speaking to their children to generate interest, visiting libraries, museums and galleries, and supporting their children with ICT where available.</p> <p>Older children may be expected to produce individual projects either from their own interests or from school based work.</p>
Investigation	Children may be set tasks that require investigation. This could be scientific, mathematical or relating to other curriculum areas. It is hoped that investigation will generate discussion at home between parents and children.
Preparation for Year 6/7 transition	At Key Stage 2, children will sometimes be given specific homework in English and Maths to help prepare them for the transition to Year 7.