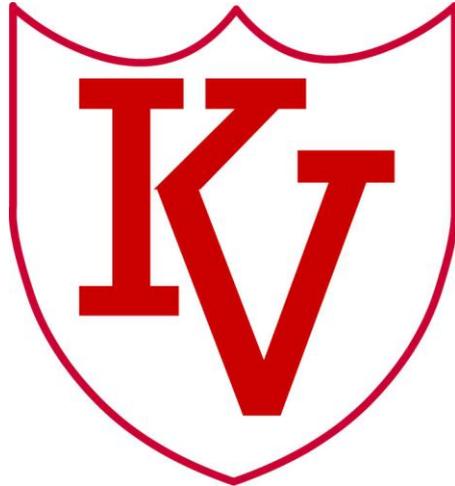


# Knowsley Village Primary School



'RESPECT FOR ALL'  
Homework Policy

# 'Small School, Big Vision'

## Mission Statement:

Our school vision is to create an outstanding school that improves pupil's life chances and prepares for lifelong learning in the 21<sup>st</sup> Century.

To achieve this we will prioritise key principles and values across the school.

### Key Values

- **Responsibility**
- **Expectation**
- **Success**
- **Perseverance**
- **Enthusiasm**
- **Care**
- **Teamwork**

### Key Principles:

- **Achievement and Standards** - We will set high expectations for all our pupils which we will reinforce constantly as they go through school. We believe children can realise their potential with the right teaching and support.
- **Behaviour and Safety** - Our school is characterised by a respectful, caring and orderly environment. Behaviour in lessons is exemplary so that teachers can teach and children can learn. Behaviour outside of lessons is one of friendship, care, teamwork, smiles and laughter.
- **Teaching and Learning** - Nothing is more important than the excellent teaching, underpinned by high quality teaching, learning and the curriculum to ensure that no child is behind or stuck. We draw on evidence and experience of the best ways to achieve excellent outcomes for all children.
- **Leadership and Management** - We will be a small school so that every child is known well by every member of staff. Positive relationships and communication between pupils, parents, staff and the community will reinforce and develop further a culture of excellence and commitment to all learners.

*"Knowing the way, going the way then showing the way."*

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this statement is in line with the Equality Act 2010.

*'A good well-managed homework programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Homework also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.'*

*(DfES Homework Guidance Document)*

### **Aim**

The aim of this policy is to ensure a whole school consistent approach to homework and to make homework manageable for all concerned.

As the primary educators of their children, parents are encouraged to support and reinforce the shared expectations of school. Learning is a shared responsibility between children, parents and staff.

In primary school the purpose of homework changes as children get older. For younger children developing a partnership with parents or carers, and involving them actively in children's learning, is the key purpose. As children get older, homework provides an opportunity for children to develop the skills of independent learning.

### **Purpose of Homework**

- To develop an effective partnership between school, parents/ carers and children to achieve their potential;
- To provide an opportunity for parents to become involved in the academic development of their child and gain an understanding of what children are learning in school.
- To consolidate and reinforce skills and understanding, particularly in literacy and numeracy;
- To exploit resources for learning, of all kinds, at home;
- To provide an enjoyable and purposeful supplement to class work;
- To extend school learning, for example, through additional reading;
- To encourage pupils as they get older to develop the confidence and self discipline needed to become independent learners.

### **Homework tasks may include:**

- Reading at home with/ to an adult; (Please use Home Reading Books/Cards);
- Practising and revising basic skills (spellings, tables);
- Research for particular topics (using a range of sources); (Own written work supplemented possibly by internet print outs.)
- Follow-up work;

(It is not recommended that children be set extended pieces of written literacy work as homework. Such work is best done within school to ensure understanding and a quality end product.)

### **Suggested time allocations for homework:**

- Years 1 and 2 up to 45 minutes/week split into smaller tasks
- Years 3 and 4 up to 60 minutes/week
- Years 5 and 6 up to 90 minutes/week

N.B. These are guidelines only and are not statutory.

**Daily** reading recommended by the government for **all primary children** can be done as part of the homework.

In the Foundation Stage children take home action words, letter sounds and blends together with 'Tricky Words' to learn. Children may also be given tasks which involve finding things out and bringing in objects from home. Children may also be asked to practice number bonds, addition and subtraction together with, and to support, number formation. In Nursery home activities involve using language resources. Parents are encouraged to share books daily with their children. Some books borrowed from school have activities or games to supplement them and consolidate class learning.

In KS1, children will be set weekly spellings to learn and will be starting to learn multiplication facts. Children will be expected to read at home on a regular and frequent basis, with comprehension exercises completed on the books read. Homework may also include literacy, numeracy or research based work. Project work, of an extended nature might be set with specific, periodic targets and time-scales to encourage parental-supported work.

In KS2, In addition to the learning of weekly spellings and multiplication facts, children may be set literacy, numeracy or research-based work. Children will be expected to read on a regular and frequent basis, but we acknowledge that older children may wish to read independently and record their own comment in their Reading Record. All children should read to someone at home at least once a week.

A typical Y5/6 homework week may include: 30 minutes of Maths/ English; reading 3 times a week for 10 minutes and learning of spellings and multiplication and division facts for 30 minutes = 1 hour 30 minutes. Year 6 may also have specific revision homework leading up to End of Key Stage Tests.

Additional spelling homework may be set by support staff when a need has been identified and support is being given.

### **Shared Responsibilities**

#### **Teachers are responsible for:**

- Establishing homework procedures;
- Communicating such procedures to parents through a year group newsletter at the beginning of the year;
- Ensuring children have a home reading record (card or book) and keeping a class record of this;
- Ensuring that children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them;
- Preparing and following up homework tasks;
- Rewarding quality work with appropriate recognition reflecting the school merit system;
- Contacting parents about homework tasks not completed (if appropriate);
- Setting appropriate homework tasks which reinforce and consolidate class learning;
- Using homework and Individual Learning Plans (ILPs) and Individual Education Plans (IEPs) in conjunction to reinforce learning;
- Communicating to parents the availability of study support opportunities as part of the Extended Schools Agenda.

#### **Pupils are responsible for:**

- Tackling homework promptly and with a positive attitude;
- Reading at home and returning Home Reading card/ book on time;
- Making full use of all the opportunities they are presented with;
- Being organised and remembering to take homework home and return it on time;
- Taking responsibility for their own learning and completing work within an agreed time;
- Taking pride in presentation and content, acknowledging the high personal standard expected. (Children should apply the same rules for pen/pencil use as in class work – no coloured pens, no writing in felt tip, etc.)

**Parents are responsible for:**

- Providing suitable, quiet surroundings where pupils can do their homework alone, i.e. not in front of the television;
- Encouraging younger family members to play quieter games if in the same room;
- Making it clear to children that they value homework, and support the school in explaining how it can help their learning;
- Encouraging children to persevere with a task and giving support if appropriate.
- Giving due importance to non-written tasks such as listening to children read on a regular and frequent basis and supporting the school's recognition of its importance;
- Assisting with the learning of weekly spelling and tables;
- Keeping school informed of any changes in the child's learning circumstances that may affect learning.

**Making homework manageable:**

- Homework should be a stress-free experience between parent and child. This leads to quality learning and reinforces the whole purpose. Please contact school if support or guidance is needed.
- Depending on the task set/ age of children, homework may be marked together in class.
- Children will be encouraged to complete homework tasks through the school's reward system (rather than being punished for non-completion).