

**MANOR ROAD PRIMARY SCHOOL**



# **HOMEWORK POLICY**

**January 2024**





**Manor Road Primary School**

**Homework Policy**

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## **Manor Road Primary School**

### **Homework Policy**

#### **General Statement**

At Manor Road, staff recognise that children who have spent a busy, structured day at school need time to relax and unwind at the end of the afternoon. We are also mindful of the need to encourage children to pursue out-of-school activities such as dancing, sports, music etc.

However, we recognise the benefits of homework if this is introduced gradually over the primary years so that children develop as independent learners.

#### **The Purpose of Homework**

Homework should:

- ensure that children make the best possible progress and grow as confident, independent learners;
- help parents/carers to keep in touch with their children's learning and promote an effective partnership between home and school;
- promote a positive attitude to learning if parents/carers show an interest and enjoy working with their children;
- exploit resources for learning, of all kinds, at home;
- give children the opportunity to practise and reinforce skills which have been taught at school;
- extend learning by giving opportunities to apply skills taught in school;
- prepare children for the demands and expectations of future phases of education

#### **The Aims of the Policy**

Through this policy we aim to:

- ensure consistency of approach throughout the school
- ensure progression towards independence and individual responsibility
- ensure the needs of individual children are taken into account
- ensure that children and parents/carers know what to expect
- extend and support the learning experience through reinforcement and revision
- provide opportunities for parents/carers to enjoy learning together

#### **Time Allocation**

The exact time spent on homework is much less important than the quality and purpose of tasks. Individual ability must also be taken into account. In general, the amount of time to be spent on homework will increase as the child moves through school.

## **Role of Children**

Children are expected to:

- listen carefully to the instructions given
- be responsible for taking their books and homework activities home and returning them on time
- take care and show respect for books and equipment borrowed from school
- complete work at home to the best of their ability
- bring their reading book and reading record to school every day

## **Role of Parents**

We recognise that parents/carers have a key role on supporting children's homework. The nature of this role will change as children get older but an interested adult is always important. Parents can support our policy by:

- providing a suitable place for homework activities
- provide basic resources eg pens, pencils, crayons, rulers, dictionaries, calculators
- making it clear that they value homework and ensuring the books and equipment borrowed from school are treated with care
- encouraging and praising children for their efforts
- being actively involved in homework activities as appropriate
- completing the reading record/homework record as appropriate
- not using homework as a threat or punishment
- contacting the teacher if there are any concerns about homework

## **Role of Teachers**

The teacher (usually the class teacher) will:

- set homework which is appropriate to the age and ability of each child
- provide additional homework for children working on intervention strategies
- give clear explanation of work to be completed at home
- give a date for work to be returned
- provide suitable guidance to parents where necessary
- provide feedback to children – this may be through marking and/or discussion
- give recognition and praise to children for their efforts
- alert parents to any problems with homework

## **The Type of Homework**

Learning at home does not just mean completing worksheets and formal written exercises carried out without help from an adult. All children need to participate in purposeful, joint activities and tasks with an interested parent/carer. Talking together, playing games, reading together, learning facts, browsing the internet or visiting the library to find out about current topics are important. Everyday activities in the home can also support learning eg weighing food for dinner, carrying out money transactions when shopping etc. can reinforce mathematical skills.

**It is particularly important that parents spend time speaking and listening to their children and provide a good role model. This promotes effective communication so that children interact appropriately by listening with concentration, choose language appropriate to the situation and use good manners.**

As children get older, learning at home will gradually become more varied and demanding. Although the emphasis will still be on parents and children working together, there should be increasing opportunities for children to develop the skills of independent learning.

Much homework will be based on basic literacy and numeracy skills, often involving rote learning eg number facts, tables, spellings etc and regular reading sessions.

Parents will be given details of daily and weekly homework schedules.

### **Completion of Homework**

Children who do not return completed homework by the given deadline without a suitable reason will be asked to spend a lunchtime or playtime completing the activity.

The following frequency and content is a guide to the homework that will be set at Manor Road:-

<b>Year Group</b>	<b>Practice Regularly (not all activities provided by school)</b>	<b>Occasional Homework</b>
Foundation to Year 1	<p><b>Talking</b> – encouraging appropriate language and good <b>listening</b> skills.</p> <p><b>Reading</b> books together, at least three times a week, and discussing the stories/information.</p> <p><b>Read</b> stories, rhymes and poems <b>to</b> children.</p> <p>Find opportunities to <b>count</b>, eg stairs, cups, plates.</p> <p><b>Recognising sounds</b> and practise blending and segmenting (<b>Phonics</b>)</p> <p>Practice in <b>recognising high frequency words</b>.</p> <p>Playing simple <b>number</b> games and board games as a family.</p> <p>Practise <b>early Maths skills</b> on NumBots</p> <p>Spellings will also be sent home from Spring Term in YR.</p>	<p>Pencil control and <b>handwriting</b> skills.</p> <p><b>Research</b> - collecting objects or information to support different areas of the curriculum.</p>
<b>Year Group</b>	<b>Practice Regularly (not all activities provided by school)</b>	<b>Occasional Homework</b>
Year 1 to Year 2	<p><b>Talking</b> – encouraging appropriate language and good listening skills.</p>	Homework to reinforce specific learning

	<p><b>Reading</b> books together and discussing the stories/information.</p> <p><b>Read</b> stories, rhymes and poems <b>to</b> children.</p> <p><b>Recognising sounds</b> and practise blending and segmenting. (<b>Phonics</b>)</p> <p>Practise <b>recognising</b> and <b>spelling</b> high frequency words.</p> <p>Practise and recall <b>number bonds</b> to 10 and <b>multiplication tables</b> x2, x5, x10 on Times Tables Rock Stars (TTRS)</p> <p>Playing simple number games and board games as a family.</p>	<p>objectives.</p> <p>Pencil control and handwriting skills.</p> <p>Research - collecting objects or information to support different areas of the curriculum.</p>
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<b>Year Group</b>	<b>Daily / Weekly</b>	<b>Occasional</b>
Year 3 to Year 6	<p><b>Talking</b> – encouraging appropriate language and good <b>listening</b> skills.</p> <p><b>Reading</b> books together and discussing the stories/information. Completing tasks in Reading Journals.</p> <p>Practise <b>spelling</b> high/medium frequency words and year appropriate spellings.</p> <p>Practise and recall <b>number bonds</b> and <b>multiplication tables</b> up to 12 x12 on Times Tables Rock Stars (TTRS)</p> <p>Other Homework may be set to practise and reinforce learning objectives in <b>English, Maths and other subjects</b>.</p>	<p><b>Handwriting</b> practice.</p> <p><b>Research</b> and activities for subjects other than Literacy and Numeracy</p>

### SEND

Setting the right type and amount of homework for children with SEND will need careful consideration by teachers, SENDCo and parents. The purposes of homework outlined in this policy apply equally to all children, including those with SEND. Whilst children with SEND may benefit from special tasks appropriate to their needs, it is important that they should do as much in common with others as possible. Homework for children with SEND should:

- have a clear focus and time guidelines;
- give plenty of opportunity for children to succeed;
- help develop social as well as other skills where necessary;
- be manageable for teachers.

### **Reviewing the Policy**

The policy will be reviewed as required by staff taking account of the views of parents received through discussions at parents' evening, through parental questionnaires and feedback received incidentally throughout the year. The results of any review will be presented to governors as part of the Headteacher's Report. Any significant changes to the policy will be presented to governors and parents will be consulted.

<b>POLICY REVIEW DETAILS</b>		
Policy written by	Karen Marshall	
Policy reviewed	September 2015	Reviewed and updated as required
	December 2020	Reviewed and updated as required
	January 2024	Moved onto new format Reviewed and updated as required
Review schedule	As required	