



Silsden Primary School

Homework Policy

Approved by Governors: October 2022

Review Date: October 2024

Rationale/Aims

At Silsden Primary School we work very hard to ensure that children reach their maximum potential at primary school and that they are prepared for being confident learners.

Homework develops independent learning by providing opportunities to consolidate and reinforce the skills and knowledge developed at school.

Homework requires careful planning and integration into the scheme of work of each curriculum area. It has the most impact when:

- there is a clear purpose
- tasks are specific and linked to the learning that is taking place in the classroom
- completed homework is acknowledged

Homework helps children to learn the importance of:

- being responsible for learning
- learning effective study habits
- developing skills and attitudes they need for life long learning

Home – School Partnerships

Partnerships between home and school are crucial in supporting children's development and learning. Home learning helps parents to develop a picture of their child's attainment and progress and provides an opportunity to reinforce the importance of learning as a vital tool. Parents, carers and families are by far the most important influences in a child's life. You are the first and ongoing educators of your child and, as such, we believe you should receive information and support to help develop learning at home and in the community. Your support plays a vital role at all stages of education.

Role of teachers

Each class teacher will ensure that:

- they integrate homework into their planning
- homework is explained clearly to all children
- homework is set appropriate to each child
- Homework tasks are made accessible for all
- the child's approach to and completion of homework is monitored and discussed with parents and child.

Role of Parents/Carers

Parents/carers are asked to:

- praise the value of homework to their children;
- provide a suitable space in their home where their children can concentrate on their homework;
- establish a homework routine;
- provide materials pens, pencils etc.;
- go through the homework before their child starts and discuss the completed work when finished;
- find time to work with their child or be at hand if a problem arises;
- discuss, encourage and praise their child's efforts;
- contact their child's classteacher via Dojo if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it. Teachers are not expected to respond to Dojo, outside the school day or at weekends, however they may wish to do so.
- contribute to school evaluation so the school can monitor and evaluate its effectiveness

3.5 Role of Children

Children are asked to:

- complete their homework by the set deadline;
- listen carefully in class to make sure they understand what is asked of them;
- complete their homework using appropriate writing materials;
- have a go at all their homework activities.

Type and amount of Homework

Homework is not simply about sitting down at a desk and reading or writing. Families talking about what they have learned in school can be the most valuable homework of all, especially if interest is shown and an active role taken by asking your child questions. Taking advantage of the huge range of free entry museums, galleries and parks or involvement in sporting clubs, scouting or guiding, playing an instrument or singing in a choir are equally valid in the holistic development and nurturing of children.

An overview of the weekly homework schedule (Reception to Year 6)

6.1 Homework is set on a Tuesday for collection the following Monday.

Reception

- Home learning in Reception will not start straight away. There will be a phased introduction of reading and then word lists as the year progresses.
- Reading to a parent/carer at least three times a week for a period of 5 – 10 minutes (this time scale includes time to talk about the book).
- Word lists based on Reception common exception words (Bear words).

Year One

- Reading to a parent/carer at least three times a week for a period of 10 – 15 minutes (this time scale includes time to talk about the book).
- Spellings to learn, which are set and tested on a weekly basis, based on phonics.
- Consolidation of the previous week's maths learning
- Numbots (From Autumn 2)

Year Two:

- Reading to a parent/carer at least three times a week for a period of 10 – 15 minutes (this time scale includes time to talk about the book).
- Spellings to learn, which are set and tested on a weekly basis.
- Consolidation of the previous week's maths learning
- Times tables to learn using the Numbots online resource and Times Tables Rock Stars.

Year Three and Year Four:

- Reading to a parent/carer (or sustained silent reading) at least three times a week for a period of 15 – 20 minutes this time scale includes time to talk about the book).
- Spellings to learn, which are set and tested on a weekly basis.
- Consolidation of the previous week's maths learning
- Times tables to learn using the Times Tables Rock Stars online resource.

Year Five:

- Reading to a parent/carer (or sustained silent reading) at least three times a week for a period of 20 – 30 minutes (this time scale includes time to talk about the book).
- Spellings to learn, which are set and tested on a weekly basis.
- Consolidation of the previous week's maths learning
- Times tables to practice using the Times Tables Rock Stars online resource.

Year Six:

- Reading to a parent/carer (or sustained silent reading) at least three times a week for a period of 20 – 30 minutes (this time scale includes time to talk about the book).
- Spellings to learn, which are set and tested on a weekly basis.
- Consolidation of the previous week's maths learning
- Times tables to practice using the Times Tables Rock Stars online resource.
- Additional grammar, maths or reading activities to support preparation for SATs tests.

Home Learning Projects

In addition to this weekly expectations, year groups produce suggested home learning activities which are linked to the topics being studied each half-term. These are published every half term on the home learning leaflets.

Work shared at topic will be showcased on the evening on the last Thursday of every half term, from 3:30pm – 5pm.

Forgotten and incomplete Homework

It is our experience that children forget to bring back their homework on occasions. In such an instance the child will be expected to return their homework on the following school day. In cases where this does not occur, staff will talk to the pupil to find out their barriers to homework completion. If they continue to forget or not complete their homework over time, their class teacher will call the child's parent/carer to discuss this with them.

Inclusion

Governors and staff of Silsden Primary School are committed to making homework accessible to all pupils. The expectations of completing homework tasks are the same for all pupils.

Differentiation

It may be necessary to provide differentiated tasks to suit different abilities and to meet the requirements of all pupils. Providing differentiated tasks will also make it possible for the homework task to be completed independently. There will be instances when the same homework task will be suitable for all pupils.

Special educational needs

It is the responsibility of the class teacher to set appropriate homework for all pupils and to provide tasks that can be undertaken independently. Whenever necessary, the class teacher should provide differentiated tasks for pupils with special educational needs.

Equal opportunities

The Governors and staff of Silsden Primary School believe in providing all pupils, regardless of race, gender or ability, with the same opportunities. We extend this belief to our Homework Policy and believe that it forms a fundamental part of our mission statement.

English as an Additional Language (EAL)

The Governors and staff of Silsden Primary School are committed to providing all our pupils access to homework. Class teachers will use strategies such as giving extra oral explanations, providing differentiated tasks or asking older EAL pupils to explain a homework task in their mother tongue.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed every two years or when the need arises, and the necessary recommendations for improvement will be made to the governors.

