



Silverhill Primary School
Policy for Homework

Policy No. C13

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September 2008

Review date
September 2009

The purpose of Homework

Through this policy we aim to:

- ensure consistency of approach throughout the school;
- ensure progression towards independence and individual responsibility;
- consolidate and reinforce skills and understanding, particularly in English and Mathematics;
- exploit resources for learning, of all kinds, at home;
- extend school learning, for example through additional reading;
- provide opportunities for parents, pupils and school to work in partnership;
- provide opportunities for parents and pupils to work together to enjoy learning experiences;
- encourage children to develop long term strategies for future needs;
- at Year 6, to prepare children for secondary transfer.

Type of homework

The purposes of homework change as the children get older and move up through the school.

For the children in Key Stage 1, developing a partnership with parents/carers and involving them actively in their children's learning is the key purpose. Essentially reading with an adult will be the main focus at this stage. Other homework will initially consist of short activities of different kinds, simple games that practise words, spellings or number facts, then leading to short activities to support other curriculum areas.

For the children in Key Stage 2, homework provides an opportunity to develop the skills of independent learning and this increasingly becomes its main purpose. Children are encouraged to get into the habit of regularly devoting periods of time to study on their own. By Year 6 the homework covers a wide range of tasks and curriculum content, with a regular weekly schedule. This will benefit their learning and help ensure smooth transition to Year 7.

Learning Logs

From the Spring Term of Year 1, a main part of the homework takes the form of 'Learning Logs'. Each week or alternate weeks, the Learning Log provides a main learning objective or learning intention for Mathematics, English or other curriculum area. The children are encouraged to show what they have understood/ learned in relation to that learning intention/ objective, in a variety of open ended or creative forms: written, pictures, photographs, models, discussion questions, using ICT such as powerpoints, comments or further research.

At Key Stage 1, prompts are given in italics (see example Appendix 1) to help guide the children's thinking and to provide guidance for parents/carers..

At Key Stage 2, Years 3 and 4, homework will be in the form of curriculum activities and Learning Logs; some prompts will be given initially to guide children's thinking but the emphasis on the children becoming more independent learners, starts to become the focus. (See example Appendix 1)

In **Years 5 and 6**. Learning Logs will be used as an end of week homework activity to support and consolidate that week's learning. Homework tasks will be recorded in 'homework diaries'.

Self - Evaluation

A key element in the use of Learning Logs is encouraging the children to be self - evaluative. The children are encouraged to indicate their level of understanding of the learning intention, using the 'traffic light' or 'smiley face' symbols (See Appendix 1 and 2 for examples) and to give reflective comments about their learning.

This helps to indicate to the teacher further needs of the children and to inform future planning, as well as, to indicate to parents/ carers areas of learning where their child may need further help and support at home.

Time Allocation

In 1999 guidelines were issued regarding the amount of homework which should be set for children of Primary School age. We have reviewed our approach with these guidelines in mind, as indicated below:

Year 1	10-15 minutes a day five days a week for reading and 'Letters and Sounds' Spring Term Learning Logs are introduced. 15-20 minutes every other week.
Year 2	10- 15 minutes, five days a week for reading and 'Letters and Sounds' 20 minutes a week Learning Logs
Years 3 and 4	10-15 minutes five days a week for reading and 'Letters and Sounds' (if appropriate) 5 minutes a day tables practice 30 minutes a week Learning Logs
Years 5 and 6	10 minutes reading, five days a week 20 minutes over the week - tables practice, specific tasks to reinforce a key subject area, as appropriate to the needs of the children 30 minutes a week Learning Logs/other homework tasks

Feedback

All homework tasks will be marked effectively with constructive feedback soon after completion. (see marking policy)

Children who have successfully completed their homework will be given an appropriate number of team points.(see marking policy)

There won't be any sanctions for children who do not do their homework.

Special Educational Needs

Specific homework tasks or activities will be differentiated in order to meet the individual needs of the children. Those children identified as SEN may need to have the task further differentiated and linked to their IEP targets. Where necessary, close liaison between teachers, SENCo and parents will take place to ensure that meaningful tasks are set.

Learning Logs are differentiated mainly by outcome. Children show their understanding at their own level choosing from a variety of ways to do this. Children identified as SEN may need to have further prompts given to guide their thinking and to provide guidance for parents/carers.

Role of Parents and Carers

Parents and carers should

- provide a reasonably peaceful, suitable place in which their child can do their homework
- work with, become actively involved and support their child as they do their homework, particularly with younger children.
- make it clear to children that they value homework and support the school in explaining how it can help their learning
- encourage their child and give praise when they have completed homework
- seek help and advice from the class teacher if any problems arise
- ensure homework is completed and handed in on time

Evaluation

This policy will be evaluated and reviewed annually, taking into account the views of the parents, governors, staff and children.