



Homework Policy

January 2019

Hurst Park Primary School

Respect, Resilience, Positivity

Aim

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

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 and other carers in pursuing the aims of the school and help the children to achieve their potential.
- To provide an opportunity for parents to become involved in the academic development of their child.
- To consolidate and reinforce skills and understanding particularly in literacy and

Year Group Expectations

numeracy and encourage learning through 'real life' situations.

- 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 study independently.

Please note the following are for guidance only – the type and amount of homework may vary slightly each week based on pupils' learning in school. Daily reading expectations should be supplemented with reading materials in addition to those provided by the school. Similarly, multiplication tables and number bonds should be practised frequently, in addition to any maths homework.

| Year Group | Homework |
|-------------------|---|
| Reception | Weekly: Phonics learning – sheets/activities/word cards/tricky word key rings/word boxes/one or two reading scheme books/comprehension question Half-termly: Maths/topic – sheets/activities/games/number lines & squares 3 x 5 mins per week: learning phonics |
| Year 1 | 15-20 mins per week: reading (including comprehension question) 15-20 mins per week: maths (Mathletics) 5-10 mins daily: FAST Maths |
| Year 2 | 15-20 mins per week: reading (including comprehension questions) 15-20 mins per week: maths (Mathletics) 5-10 mins daily: FAST Maths and spelling bee (ongoing revision) |
| Year 3 | 20-30 mins per week: reading (including comprehension questions) 20-30 mins per week: spellings 20-30 mins per week: maths (Mathletics) 5-10 mins daily: FAST Maths |
| Year 4 | 20-30 mins per week: reading (including comprehension questions) 20-30 mins per week: spellings and multiplication tables (ongoing revision) 20-30 mins per week: maths (Mathletics) 5-10 mins daily: FAST Maths |
| Year 5 | 5 x 15 mins per day: reading (including comprehension questions) 20-30 mins per week: spellings and tables (ongoing revision) |

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| | 30 – 40 mins per week: maths (Mathletics) 5-10 mins daily: FAST Maths |
| Year 6 | 5 x 15 mins per day: reading (including comprehension questions) 20-30 mins per week: spellings and multiplication tables (ongoing revision) 45 - 60 mins per week: maths (Mathletics) and English 5-10 mins daily: FAST Maths One extended research topic during the year (e.g. Cities project) |

Shared Responsibilities

How staff at Hurst Park support this policy:

- By providing a range of homework tasks and activities to consolidate and extend learning in class.
- By ensuring that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually according to their ability.
- Rewarding quality work with appropriate recognition.
- By establishing and communicating homework procedures, projects and topics to be studied to parents at annual curriculum evenings.
- By providing parents with suggestions for encouraging ongoing learning e.g. multiplication tables, spellings and reading.
- By communicating with parents and keeping them informed of children's progress and their child's individual targets when appropriate.
- By contacting parents about homework tasks not completed (if appropriate).
- Using homework and Individual Education Plans (for those children with Special Educational Needs) in conjunction to reinforce learning and develop individual skills when appropriate.

How parents can help to support children:

- Provide somewhere peaceful for children to work without the distractions of television, computer games, other family members and pets.
- Provide a suitable place equipped with a comfortable chair, clear table space and good light.
- Provide encouragement and support children when they require it.
- Support the school in explaining to children that homework is valued and aids learning.
- Encourage pupils and praise them when homework is completed.
- Be actively involved in the homework of younger children in particular.

- Encourage ongoing learning of weekly spellings, multiplication tables and reading.
- Contact school if homework becomes a stressful experience between parent and child.

Pupils are expected to:

- Make full use of all the opportunities with which they are presented.
- Tackle home tasks promptly and with a positive attitude.
- Take pride in presentation and content acknowledging the high personal standard expected.
- Be organised so that necessary books and equipment are not left at school.
- Take responsibility for handing in the completed task on the agreed day.

Feedback for pupils, parents or carers and staff:

It is important that feedback is given to pupils as quickly as possible. This is given in a number of ways:

- Immediately by parents or carers.
- Discussion in class where homework is a part of the class work.
- Through tests, such as tables and spellings.
- Individual comment from teacher.
- Pupils self-evaluation of task, individually or through shared discussion.
- Presentation of homework in class and school achievement assemblies.

Teachers are interested to know how children carried out activities. As with all school activities, parents are invited to discuss any queries with their child's class teacher, through arranged appointments or via written feedback, as appropriate, including comments in reading diaries for KS1 and Foundation Stage. However, please avoid writing complaints or negative comments in reading/homework diaries, which can be seen by your child.

Reviewed: January 2019

*The values of
Hurst Park Primary School aim to ensure
respect, resilience and positivity.*