



**The Bromley-Pensnett**  
Primary School

# Homework Policy

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## Policy Amendments

<b>Date Agreed At Governors</b>	<b>Amendment Presented by</b>	<b>Amendment Location</b>	<b>Signed by Chair of Governors</b>

# The Bromley Pensnett Primary School

## Homework Policy

### 1.0 Introduction

At The Bromley-Pensnett we believe that homework can be part of a child's education and that our children can benefit from the mutual support of carers and teachers in encouraging them to learn both at home and at school. We aim for children to develop as independent learners and we believe that homework is an effective way for children to acquire the skill of independent learning. It can also be a way of establishing a meaningful dialogue between home and school.

Homework can play a positive role in raising a child's level of attainment. At The Bromley-Pensnett we also acknowledge the importance of play and free time for a child's growth and development. While homework is a key part of school life, it should not prevent children from taking part in the wide range of out-of-school clubs that have a significant role in the lives of many of our children.

### 2.0 Aims and objectives

The aims and objectives of homework are:

- 1) to help pupils develop the skills of an independent learner
- 2) to engage the children's interest by offering opportunities to extend creative learning, challenging their imagination, value originality and to encourage and motivate them to want to learn
- 3) to provide more opportunities for parents/carers to become involved in their child's education
- 4) to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons
- 5) to help children develop good work habits for the future

### 3.0 The Role of Carers

Parents and carers have a vital role to play in their child's education and homework is an important part of this process. We ask that carers encourage their child to complete the homework tasks that are set and return them on the date they are due. We invite them to support their child as they feel necessary and provide them with a quiet environment that allows children to do their best.

**Homework should not cause undue stress for the child or parent/carer. If parents/carers have any problems or questions regarding homework they should contact the child's class teacher to discuss.**

#### **4.0 The Role of the Child**

We believe that children should take responsibility for remembering to take home their homework books/folder, spellings and reading books in order to complete the work set and remember to bring them back into school on the date that it is due. If children are unsure of the work that has been set, they should discuss with their teacher who can offer further support and guidance.

#### **5.0 The Role of the Teacher**

Each teacher will:

- set meaningful homework
- provide both verbal and written feedback to the child
- mark and hand back homework to the child for them to file in school. Homework will not be sent back home and parents/carers are assured that if there is an issue regarding homework, they will be contacted by the class teacher.

Children will be encouraged to return homework each week. If work is not returned regularly the class teacher will contact the parent/carer to ask them to help and encourage their child to complete tasks. Teachers may ask children to use playtimes to complete homework tasks if necessary or to provide opportunities for research. Parents and children are encouraged to discuss with their teacher before the day the homework is due in if they have any concerns or worries.

\*Please note the day of which homework is set and the date that it is due to be returned is provided on each year group's curriculum letter.

#### **6.0 Types of homework**

We set a variety of homework activities. In Reception and Key Stage One we encourage the children to read by giving them books to take home and read with their parents/carers. We also ask Key Stage One children to learn spellings or mathematical tables as part of their homework. This work may not necessarily be written work; it could involve playing number or word games as we want to make learning practical and fun.

##### **6.1 Reception-**

In the Early Years Foundation Stage there are a range of opportunities for parents / carers to come into school and support their children's learning through workshops including "Rhythm and Rhyme". They are designed so that parents can provide similar family opportunities outside of school. Parents and carers are encouraged to share their knowledge of what they see their child do at home and invited to contribute to their special learning story book.

In Reception, children have activities to undertake at home with the support of an adult. These include:

- phonic sounds to practise and consolidate work done in school
- reading books for children to share with parents/carers
- e-learning opportunities such as Bug Club
- number activities.

## **6.2 Years 1 and 2-**

- spellings related to sounds being taught in school that week
- reading books to share with parent/carer, accompanied by a reading record for parent/carer to sign and add comments if they feel necessary
- literacy and numeracy activities on alternate weeks
- topic related 'Extended Take Home' tasks (these might be related to DT, Art, History, Geography, research based tasks).

At Key Stage Two we continue to give children the sorts of activities outlined in paragraph however we expect them to become more independent in the completion of these tasks. We set literacy and numeracy homework weekly and expect the children to consolidate and reinforce learning done at school through practise at home. In addition to this, when appropriate, there will be homework set relating to another area of the curriculum so that a wide range of topics can be further developed at home. As a continuation of developing independence, in Upper Key Stage Two, children are encouraged to self-mark or peer-mark their homework within class.

## **6.3 Years 3, 4, 5 and 6 -**

- literacy and numeracy activities set weekly / alternated dependent on work covered in class
- spellings related to the sounds, spelling rules or letter strings being taught in school that week
- weekly times tables (we encourage children to independently choose timetables to work on)
- home reading books to be read independently or shared with parents/carers
- a piece of work or project from another area of the curriculum when appropriate. Your child's curriculum letter may state if there is an ongoing project to complete based on their topic
- reading and numeracy activities may include some e-learning opportunities such as Abacus or Bug Club.

## **7.0 Amount of homework**

We increase the amount of homework that we give children as they move through school in preparation for secondary school.