



Huntingdon Academy

A L.E.A.D. Academy

Homework

Policy

Introduction

At Huntingdon Academy we believe there is enormous advantage in children spending regular periods of time, initially quite short, on different learning activities, devised by school as part of a homework programme, which supports the work they do in class. Homework need not get in the way of other activities which they may do after school, such as sport, music and clubs of all kinds.

This homework policy is designed to make our partnership with parents/carers even more effective, to the benefit of the children. .

What is homework?

“Homework” refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents help.

Through this policy we aim to:-

- Show children that both home and school are working in partnership and share an interest in their learning.
- Extend school learning for children through additional reading, reinforcement and revision.
- Ensure a consistent approach to homework throughout the school whilst reflecting on the fact that the purpose of homework changes as children get older.
- Provide opportunities for parents and pupils to work together to enjoy learning experiences.
- Ensure parents have a clear understanding about expectations from themselves and the pupil.
- Develop and sustain the involvement of parents in the management of pupils’ learning and keep them informed about the work their children are doing.
- Ensure the needs of the individual pupil are taken into account.
- Ensure pupils’ progression towards independence and individual responsibility through the development of skills and self-confidence.
- Encourage children to develop long term strategies for future needs and prepare pupils in Year 6 for secondary transfer.

Types of homework

The main focus of homework throughout the school is on literacy and numeracy. However, children may also be asked to find out information, bring in objects relating to other subject work or complete work from a lesson.

Homework set for younger children will provide opportunities for children to talk about what they are learning and to practise key skills over a short period of time in a supportive environment.

The amount of homework which children are given needs to be manageable for them, their parents and their teachers. Although there are now no government guidelines about the amount of homework that children should be set, our policy recommends the following:-

- Years 1 and 2 – one hour a week
- Years 3 and 4 – one and a half hours a week
- Years 5 and 6 – half an hour a day

Feedback and marking

Where work is done alongside parents, feedback is instantaneous. Teachers will be interested in feedback from parents. Comments relating to reading and homework can be made in the home/school diaries.

Staff will give children feedback on their homework as soon as possible, through class discussion, reviewing work in small groups, tests or through individual comments. Recognition for children's efforts and achievements may be mentioned in the achievement assemblies. Most pieces of work will be incorporated into children's homework folders.

Responsibility

1. In setting and marking homework the teacher should set tasks that are matched to pupils' abilities and can be completed within an allocated homework time;
 - Set the homework with adequate time for explanation and for pupils to clarify what they need to do;
 - Give reasonable time for completion;
 - Provide feedback to pupils on their progress on a regular basis.
2. In completing the work the pupil should:-
 - Clarify any misunderstandings about the homework at the time it is set;
 - Work for the agreed time on the task set, or longer if they so wish;
 - Try to produce work of the highest standard and return it on the arranged day.

3. Parents and carers are important educators of their children and can play a key role in developing literacy and numeracy skills. The school encourages parents and carers to:
- Provide a quiet place to work either alone or with support;
 - Encourage pupils and praise them regularly;
 - Expect deadlines to be met and check that they are with older children;
 - Make it clear to pupils that they value homework, and support the school explaining how it can help their learning.

Special Educational Needs

Setting the right type and amount of homework for children with special educational needs is not always easy. It necessitates close co-ordination between class teachers, the Leader of Inclusion and parents.

Tasks should:

- have a very clear focus and time guideline;
- give plenty of opportunities for pupils to succeed;
- help develop social as well as other skills where necessary;
- be varied – not purely written work;
- be manageable for teachers.

Children who are absent from school for lengthy periods will be given homework to help them maintain their educational progress:

There is a clear system of consultation/communication if the teacher, parent or carer needs to pass on information or if they feel there are problems with homework.

Monitoring and Evaluation

The Leadership Team are responsible for monitoring the amount and quality of homework that is set throughout the school.

Conclusion

This homework policy will be reviewed regularly to check that it is supporting pupils' learning in the best possible way.

Examples of Homework at Huntingdon Academy

Foundation 2

Regular Work

Reading
Number work

Occasional Work

Children may be asked to look for or find things related to an aspect of learning.

Year 1

Regular Work

Spelling
Key words
Number Work
Writing
Handwriting

Occasional Work

Children are sometimes asked to bring in work done at home to enhance the topic work.

Year 2

Regular Work

Reading
Weekly spellings – matched to ability
Number work
Writing
Handwriting

Occasional Work

As above

Year 3

Regular Work

Weekly spellings
Reading
Maths and Multiplication tables
Writing
Handwriting

Occasional Work

Extended assignments in other subjects i.e. History.

Year 4

Regular Work

Reading
Spelling
Maths and Multiplication tables
Writing
Handwriting

Occasional Work

Extended class projects with assignments in different subjects areas.

Year 5

Regular Work

Reading
Weekly spelling list
Maths and Multiplication tables
English – reading, drafting and redrafting of extended writing tasks
Handwriting

Occasional Work

Handwriting
Extended class projects with assignments in different subject areas.

Year 6

Regular Work

Continue reading books
Continue learning multiplication tables
Weekly spelling lists
Weekly science homework
Weekly maths homework
Weekly writing homework

Occasional Work

'One off' – tasks e.g. History or Geography research and assignments.

Occasional Work

Sometimes work is sent home in order to inform parents/carers about a particular area of the curriculum we are working on, so that they can share an interest in and extend the work at home.

If a child is finding something we are doing at school difficult and needs more practise, a piece of work may be sent home so that parents feel able to help e.g. letter formation, number formation etc.

Children are often asked to look for something at home to bring to school for an interactive display. This encourages them to communicate messages between school and home (to remember, re-call, re-tell and explain or describe what is needed) eg. an item of a particular colour, something beginning with a particular initial letter sound, a 2D or 3D shape etc. For Key Stage 2 children they may be asked to do assignments in different subjects i.e. a study of Viking ships in Year 3.

Parents/carers are invited to become partners in their child's education – games are sometimes sent home so the whole family can play together and extend and reinforce something we are doing in the classroom.

Regular Work

On a daily basis parents are asked to spend 5 – 10 minutes learning phonics and key words.

Reading books are taken home daily so that children can enjoy reading to members of their family and talk about the story content and pictures.

Multiplication tables and the inverse operations taken need to be learnt by heart.

Writing exercises ranging from simple sentences in Year 1 to writing at length in different styles at Year 6.

Maths homework will follow on from an area being taught in the lessons.

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