

BURTON SALMON COMMUNITY PRIMARY SCHOOL

HOMEWORK POLICY

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Date of Policy Adoption by Governing Body 23.01.15 03.02.17		Signed _____ Chair Of Governing Body	
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Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities. For example, parents who spend time reading and sharing stories with their children before bedtime are supporting their children’s learning.

Rationale for homework

At Burton Salmon Community Primary School we regard homework as an important example of our strong partnership between home and school. Our learning policy talks about children as independent learners, we believe that homework is one way in which children can enhance their skills as independent learners.

Homework plays a positive role in raising a child’s level of attainment. However, we also acknowledge the important role of play and free time in a child’s growth and development. While homework is important, it should not prevent children from taking part in the activities that play an important part in the lives of our children. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents and carers encourage them to make maximum use of the opportunities available outside school.

Aims of our Homework Policy

- To support children to make maximum progress in their academic and social development;
- To help pupils develop the skills of an independent learner;
- To promote cooperation between home and school in supporting children’s learning;
- To consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- To help children develop good work habits for the future.

Types of homework

At Burton Salmon Community Primary School we set a variety of homework activities appropriate to the age and ability of our children.

From the Foundation Stage we give children books to take home and read with their parents and carers. We give guidance to parents on achieving the maximum benefit from this time spent reading with their child. We ask children to learn spellings and mathematical tables.

We might ask children to talk about a topic at home prior to discussing it in school or ask the children to find and collect things that we then use in lessons. When we ask children to study a topic, or to research a particular subject, we encourage them to use the local library, as well as the Internet, CD-ROMs and reference books.

In Key Stage 2 we set literacy/numeracy homework regularly, and we ask the children to consolidate and reinforce the learning done in school through practice at home.

Inclusion and homework

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Provision Maps (IPMs).

The role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this provision. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, and by discussing the work that their child is doing.

If the child is unable to complete his/her homework it is important that the child communicates with their class teacher for further guidance and support.

Use of ICT

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. Children can then edit something they have found, or express the information they have found in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

Children must not bring in 'memory sticks' or similar storage devices from home to use on the school network. Should such documents need to come into school they must be emailed with prior arrangement.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Our governing body may, at any time, request from our headteacher a report on the way homework is organised in our school

This policy will be reviewed in two years, or earlier if necessary.