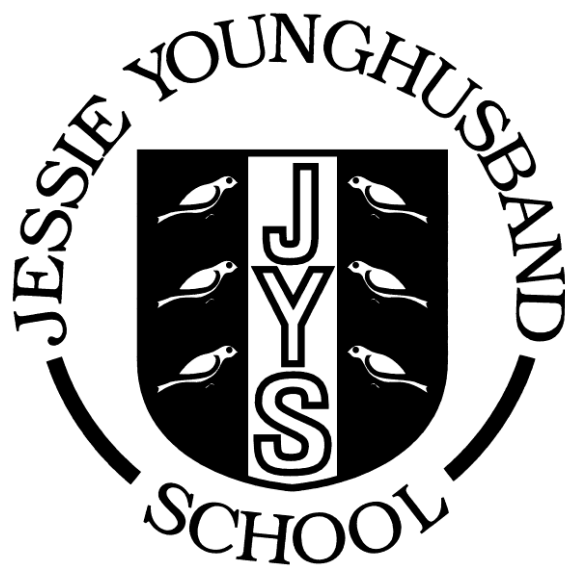


Jessie Younghusband School



Homework Policy

May 2013

JESSIE YOUNGHUSBAND SCHOOL

HOMEWORK POLICY

The staff and governors of Jessie Younghusband School believe that children learn best when all participants in their education work together as partners. Homework is an integral part of this partnership as it enables teachers, parents and carers to:

- deepen children's learning through practising, rehearsing, researching and sharing work at home
- enrich school based learning by completing tasks that could not be done at school, such as making artefacts, visiting relevant museums, buildings or places
- encourage children to develop confidence, self discipline and interest in learning beyond school
- support children in recognising the importance of planning and organising their time, meeting deadlines, having responsibility for their own learning and, increasingly, the value of more formal homework in preparation for secondary school
- help children to become independent, autonomous learners

The Department for Education (DfE) recommends the following time allocations for homework in primary schools:

Years 1 and 2	1 hour per week
Years 3 and 4	1½ hours per week
Years 5 and 6	2½ hours per week

The nature of homework

Homework at Jessie Younghusband School takes many forms but all children are expected to:

- Spend time reading each day, although this does not always need to be their school reading book, encouraging the development of personal interests and the opportunity to share books with family members and visit the library being highly valued by all of the school community.
- Learn and practise spellings which are tested regularly, building confidence and accuracy in written work, as well as more formally in tests.
- Learn and practise counting and later times tables to ensure quick, accurate recall and an interest in numbers.
- Children will be asked to complete an activity which supports the work they are doing in class as part of their topic work, or a piece of mathematics or literacy.

The length of time required to complete the activity varies according to the age of the child, but should not exceed the DfE recommendations. In year 6 this may extend to two pieces of work each week and will include time for reinforcement and revision as they work towards the end of their time at primary school.

The day on which homework tasks are set varies according to the programme for the week in each year group, however the teachers will endeavour to ensure that there are several days over which a task may be completed and that it extends beyond the weekend, to enable other out of school and family commitments to be enjoyed. Parents will receive information regarding when homework is set and the day it needs to be returned, on the termly curriculum letters.

Teachers endeavour to provide a short explanation regarding the task and the context for the homework set.

An activity may be set over a holiday period, but will be extended into the next term to recognise the importance of time to relax at home. However, tasks set for this time are often planned to support the introduction of a new topic and build confidence, knowledge and interest in a new area of work, or to promote rehearsal of skills in preparation for the return to school. They provide an opportunity for parents and children to engage and enthuse about a certain topic, event, place or time.

Some tasks require making or preparing a model or costume. The school recognises that such activities may need more significant support from parents, but wishes to note that all contributions are valued, that for some families this type of activity engages other members of the family with the learning, and that such activities are beyond the scope of the school day.

Wherever possible, teachers adjust homework to meet the needs of individual children. Over each term a range of activities may be set some of which will require more adult support, although this tends to decrease as the children progress through the school. It is valuable for the teacher to know if a task has required more significant help than expected, as this may inform future tasks or planning for support and challenge in the classroom.

Research skills are important skills which will be invaluable in later education and life. Where possible, homework requiring some research will extend to both internet and/or book. Both of these resources are highly valued and need support and direction from teachers and parents. This may be in suggesting one or two websites, or titles to try to look up. However, the nature of research means that it can be very time consuming. In this case, the school would suggest a time limit, and a review of information discovered in that time.

Teachers ensure that the children have feedback for their homework, and this takes several forms. It may be written on the work, be a verbal comment, celebrated in a display, talked about in class or included within other work. Children need to know that their work and the involvement of their parents in any task is valued by the school.

Reception

1. Children may be asked to bring items for collections we are making at school to support a topic area. These may be books, artefacts, baby photos etc.
2. Reading activities, including books and key words, are taken home to share with parents regularly.
3. Suggestions for number activities, such as counting and learning number bonds are sent home regularly.

Year 1

1. Spellings are sent home regularly.
2. Reading books are taken home regularly, supported where necessary by initial words occasionally.
3. Children will be asked to do a piece of work to support learning at school eg plan of a bedroom, list of electrical equipment, maths or literacy activity, to share with their parents.

Year 2

1. Reading books are taken home regularly.
2. Spelling books are taken home weekly.
3. Children will be asked to research information or complete activities to support their work in school. This will be set once a week.

Years 3 and 4

1. Children read at home every night.
2. Spelling books are usually taken home weekly.
3. Regular tables practice is set.
4. A homework task to support classroom learning will be set once a week.

Years 5 and 6

1. Children are expected to continue to read each day.
2. Spelling books are usually taken home weekly.
3. Regular tables practice is set.
4. A homework task is set once a week in Year 5 and up to twice a week in Year 6.

Children throughout the school may be asked to take home unfinished work to complete should the class teacher feel this is necessary.