

# **BEREWOOD PRIMARY SCHOOL**



## **Homework Policy**

**Spring 2019**

<b>Revised by School</b>	Spring 2019
<b>Responsible Person</b>	Sue Patrick (head teacher)
<b>Responsible Committee</b>	Full Governing Body
<b>Ratified by GB</b>	Thursday 14 <sup>th</sup> March 2019
<b>Next Review</b>	Spring 2022



## **BEREWOOD PRIMARY SCHOOL**

### A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

### An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

## **HOMEWORK POLICY**

The staff and governors of Berewood Primary 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 nature of homework

Homework at Berewood Primary 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, number bonds and later times tables to ensure quick, accurate recall and a secure number sense.
- 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 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, phonics 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.

### **Years 1 and 2**

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, research information, list of electrical equipment, maths or literacy activity, to share with their parents.
4. Online activities via the Bug Club (Active Inspire) website are also available. Your child will have their own log in for this.

### **Years 3 and 4**

1. Children read at home at least three times each week
2. Spellings are usually taken home weekly.
3. Regular tables practice is set.
4. Online activities via the Bug Club (Active Inspire) website are also available. Your child will have their own log in for this.
5. 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 lists are taken home weekly.
3. Regular tables practice is set.
4. Online activities via the Bug Club (Active Inspire) website are also available. Your child will have their own log in for this.
5. Maths and English activities are set fortnightly
6. A topic based task is set fortnightly on the alternate weeks.
7. During the spring and summer term booklets for end of Key Stage 2 NC test practice are also sent home

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

### **Monitoring and Evaluation**

This policy was reviewed by all staff and Governors in Spring 2019 as part of the three year review cycle, or when significant changes occur.