



*Through wisdom, compassion and endurance, we endeavour to make the best decisions possible
for our children*

HOMEWORK POLICY

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HOMEWORK POLICY

Introduction

At Whaddon School we recognise that children learn best when school and family work in partnership to promote a child's learning and progress. This partnership includes encouraging children to practise, develop and enrich the learning that takes place in school and outside school.

We consider that homework is part of the school's overall learning and assessment strategy. Use of well planned, effective homework, contributes to many aims of Whaddon School. It aids the development of Key skills identified in the National Curriculum, it can support the intellectual, aesthetic, creative and cultural development of the child and it encourages the development of active partnership with parents and carers, as they share in their child's learning through encouragement, interest and if appropriate active support.

Aims

- To ensure a consistent approach throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.

Why is homework important?

- It strengthens links between home and school
- It encourages children to develop their skills of organisation, independence, self-discipline and time management.
- It helps to develop skills and attitudes which children will need for successful, independent, lifelong learning.
 - It provides opportunities for pupils to take responsibility for their own learning, consolidate or enrich and extend learning activities from the school day.
- It helps to inform parents about children's school work and provides opportunity for parents to support this work
 - It helps develop good work habits in preparation for their future learning.

What is the role of the school?

- To provide parents with a clear policy regarding homework
- To ensure that the policy is fully and consistently followed
- To provide support for parents with information about homework

What is the role of the teacher?

- To plan and set appropriate amounts and types of work, taking into account age, ability and individual needs.
- To ensure all children understand the homework they have been given
- To mark and give feedback about homework
- To positively promote home learning with children
- To be available to talk to parents and children about homework
- To inform parents if there is a problem regarding homework

What is the role of parents / carers?

- To support children in completing homework
- To encourage children to complete homework to the best of their ability and hand it in on time.
- To provide the appropriate conditions for children to complete homework
- To provide the appropriate resources for children to complete homework
- To keep teachers informed of concerns or queries

What is the role of child?

- To make sure they understand the tasks they have been set
- To put the same amount of effort as would be expected of class work and try their best
- To hand in homework in on time
- To take on board any feedback about homework

What Type of Homework will be given?

Reading

All children are expected to read daily.

In Foundation Stage

- Adults reading to children – Parents / Carers are encouraged to share books from school, home and the library.
- Children reading to an adult – children will bring books home to “read” to an adult. Some of these books will be textless books – much valuable conversation and discussion can be had about the pictures and the layout of the book. When children bring books with words home encourage them to point to the words as they read. Discussing the story and the characters and asking questions about the book will help with children’s understanding of language.

In Key Stage One and Two

- Children should be reading every day, the role of an adult is to listen and support them.
- remind children to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which children can read an unknown word.
- discuss the book to check that children have understood what they have read.

- Record reading daily in children's reading records; parents should record what book has been read and sign or comment each time they read with their child.

Other Homework

Reception

- Learning sight words and sounds
- Parents are encouraged to note down observations of their child's development and send them into school.

Key Stage One and Two

- Spellings are sent home each week and are tested the following week.
- Home work is sent home once a week and is due in on the following week. This can be either English, Maths or topic related.
- All the children have access to online learning activities and are encouraged to use these to consolidate their learning at home.
- All children are encouraged to find out information, bring in books or objects of interest relating to the topic focus.

Should parents / carers help with homework?

Homework allows parents / carers to see what their children are doing and support their learning. This partnership between home and school is a vital part of successful education. Children are likely to get more out of the homework if parents get involved as long as they remember it is the child's homework and they don't take over too much! If parents are unsure about how much help to give they should discuss this with the class teacher.

Do – show interest and talk with your child about their homework tasks

- Encourage your child to discuss homework with you including feedback from teachers

Do – give lots of encouragement, praise and ensure your child gives of their best

- You have tremendous power to strengthen your child's confidence – and confidence is vital to learning.
- Provide specific praise that focuses on a particular aspect of their work. Comments such as "I like the way you have... is more effective than "You're clever"

Do - read to and with your child as much as possible

- We would encourage parents and carers to read to children, hear them read, or encourage them to read to themselves.

Do – jointly decide where and when homework should be done

- Try to provide a reasonably quiet and suitable place where your child can work and show that you and all members of the family value and respect the homework activity.

Do - Remind your child to complete and hand in homework on time.

Do – relax and help your child see the enjoyable aspects of homework

Don't – show anxiety or impatience

Don't – hesitate to ask for help if you have any queries or concerns

Don't – pressurise your child or overdo the session.

Are parents responsible for teaching concepts?

All teaching is the responsibility of the class teacher in the school. No teaching is required at home. Homework will encourage independent learning by the pupil with suggested support from parents/guardians given by the teacher. If your child makes mistakes you may wish to discuss these with your child, however it is important that teachers are made aware of misconceptions so that these can be addressed in the teaching and learning at school.

What about children who do not complete homework?

The expectations are that children will complete homework. Teachers rely on the cooperation of parents to encourage their children to complete homework. Parents are encouraged to take an active and positive part in homework with their children. It is hoped that they will gain invaluable insights into the curriculum by taking an interest in home learning activities.

Teachers will accept genuine reasons for a child failing to complete homework. If parents or teachers encounter any difficulties regarding the completion of homework please speak to the class teacher as soon as possible so they may still complete the homework and hand it in on time. As the children get older there may be occasions when a child will miss playtime or some of lunch time if they have not completed homework. This is so the children will have the opportunity to make the same progress in learning as their peers.

Equal Opportunity

Opportunities to take part in homework are open and available to all pupils. All children are allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion or cultural/ethnic background. The content of the homework and the resources available ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve appropriate to their age, experience and abilities. Provision is made for children with Special Educational Needs so that they can take part in any programme with the other children.

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