

### **Purpose of homework**

- to develop an effective partnership between the schools/ parents and carers in pursuing the aims of the federation (also the purpose of the home – school agreement)
- to consolidate, reinforce and demonstrate skills and understanding, particularly in literacy and numeracy
- to employ resources of all kinds from the home
- to extend the schools learning e.g. Through additional reading
- to encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own

**For children in Key Stage 1** the development of the partnership between home and school involving parents/carers actively in children's learning is the key purpose.

**As children get older** homework provides an opportunity to develop the skills of independent learning. This should increasingly become its main purpose.

Homework given to older children should gradually increase in its demands, differentiated to take account of individual needs and might include:

- finding out information
- reading in preparation for lessons
- preparing oral presentations
- more traditional written assignments

### **Homework guidelines for primary schools from DCFS**

#### **Years 1 & 2**

1 hour per week

Reading, spelling, other literacy work and number work.

#### **Years 3 & 4**

1.5 hours per week

Literacy and mathematics as for Years 1 & 2 with occasional assignments in other subjects.

#### **Years 5 & 6**

2 hours per week

Regular weekly schedule with continued emphasis on literacy and mathematics, but also ranging widely over the curriculum

Daily reading can of course be part of homework.

## **Special Educational Needs**

Setting appropriate homework for children with special educational needs, which does not demand too much or too little of children and their parents, needs close co-ordination between class teachers, special needs co-ordinators and parents. Tasks should:

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

## **The role of parents and carers in supporting pupils**

In general terms parents and carers should be encouraged to:

- provide a reasonably peaceful, suitable place in which pupils can do their homework – alone or, more often for younger children, together with an adult
- make it clear to pupils that they value homework, and support the school in explaining how it can help their learning
- encourage pupils and praise them when they have completed homework

## **Monitoring and evaluating the homework policy is carried out through:**

- discussion with teachers and parents
- assessing homework done by children

Where necessary, adjustments are made following such a review.

## **Looked after children:**

- strategies are in place to help looked after children complete homework tasks as set for their peers.

# **Grewelthorpe & Fountains CE Primary Schools Federation**

<b>Policy:</b>	<b>Homework Policy</b>
<b>Signed Chair of Governors:</b>	<b>R Bain</b>
<b>Date Signed:</b>	<b>Feb 24</b>
<b>Review Date:</b>	<b>Spring 25</b>
<b>Review schedule</b>	<b>Annually</b>