

Oxfordshire County Council



HAILEY CE PRIMARY SCHOOL
 Hailey, Witney, Oxon, OX29 9UB
 www.hailey.oxon.sch.uk

Headteacher: Mrs. D Davies

Tel: 01993 703802
 Fax: 01993 849790

email: office.3123@hailey.oxon.sch.uk

HOMEWORK POLICY

Purpose

The aim of our homework policy is to promote learning beyond the school day as an essential part of good education. We believe that homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning. It should support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents as co-educators of their children.

Homework Guidelines for each Key Stage

We believe that the most important homework activity is regular reading. Suggested reading times are 5-10 minutes in Reception increasing to at least 20 minutes by Years 5 and 6. There is an expectation that reading at home will happen daily (5 times a week minimum). It is important for parents/carers to read with children and to discuss books, pictures and stories, even when they are in Year 6. Children's reading diaries are to be signed by parents/carers after hearing children read. Some children may be given individual reading targets depending on need.

The nature and content of homework set, and the amount of time needed to complete homework will vary from year to year and from child to child. Senior leaders have produced a guide which can be found below, outlining what parents of children in each key stage can expect to be set for homework.

Homework

RECEPTION		
AREA	TASK TYPE	WEEKLY TIME GUIDE
Reading	Reading at home	10 minutes per day
Phonics	A task linked to sounds learned in class that week	Weekly
Maths	Numbots	Weekly
Topic	One piece of work with a range of choices	Half termly



KEY STAGE 1 - Years 1 and 2		
AREA	TASK TYPE	WEEKLY TIME GUIDE
Reading	Reading at home	At least 15 minutes reading - 5 times a week
Spellings/Phonics	One set of up to 10 spellings to learn - where appropriate via Class Dojo. Linked to phonics phase.	One set per week - given on Tuesday for test the following Monday.
Maths Tables and Facts	Times Table Rock Stars/ Numbots.	One set per week
Topic	One piece of work with a range of choices	Half termly

LOWER KEY STAGE 2 - Years 3 and 4		
AREA	TASK TYPE	WEEKLY TIME GUIDE
Reading	Reading at home. A book review where appropriate. CPG Comprehension Booklet.	At least 20 minutes reading - 5 times a week
Spellings	Spelling activity via Class Dojo	Weekly
Maths Tables and Facts	Times Table Rock Stars	Weekly
Topic	One piece of work with a range of choices	Half termly

UPPER KEY STAGE 2 - Years 5 and 6		
AREA	TASK TYPE	WEEKLY TIME GUIDE
Reading	Reading at home. A book review where appropriate. CPG Comprehension Booklet.	At least 20 minutes reading - 5 times a week
Spellings	Spelling activity via Class Dojo	Weekly
Maths Tables and Facts	Times Table Rock Stars	Weekly
Maths	CPG Booklet, 10 minute test	Weekly
Topic	One piece of work with a range of choices	Half termly

Equality of opportunity

Whilst some tasks are differentiated, time does not allow us to give individual homework tasks and children are encouraged to do as much as they are able. We welcome parent feedback about the amount of help their child has needed. Separate homework tasks are provided for some pupils on a particular programme of support.

Role of Teachers and Parents/Carers in Supporting Children

The **headteacher** will ensure that homework is:



- an integral part of the curriculum and is planned and prepared alongside all other programmes of learning
- appropriate to the age, ability and circumstances of the pupils, taking into account special educational needs
- coordinated in order to be manageable for children on a daily basis.

Teachers will ensure that:

- pupils and parents are given a homework timetable through newsletters, indicating the day that homework must be in by. This will be the regular homework schedule.
- tasks are structured and their purpose explained to pupils ensuring they understand the task
- it is clear to pupils how their homework consolidates and extends the work they are doing in school.

Pupils will be required to record and ensure their understanding of the homework tasks and demonstrate a commitment to spending an allocated time completing the tasks set. They will return their work on time.

Parents will support children in completing homework on time, but not doing it for them as this will give a false impression to their class teacher. However, it is important to provide encouragement, even if they find it challenging.

How Parents Can Help

The role of parents in working with and supporting their children is very important in a variety of ways.

- Provide a reasonably peaceful, suitable place where your child/children can work alone, or more often for younger children, together with an adult.
- Make it clear to your children that you value the homework that they do, and support the school by explaining why homework will help their learning.
- Praise your children when they have completed their homework.
- Decide, as a family, when is a good time for homework to be attempted.
- Recognise that it is your child's responsibility to complete the work. Discuss the work with your child, decide together if your help is needed and what form it might take. Discuss any difficulties with the teacher.

For Foundation Stage children and Infants at Key Stage 1, we ask parents to sign and date reading records.

Key Stage 2 children are expected to fill in their own reading diaries regularly, with the date, title of the book they are reading and a note of the pages read. The children are also encouraged to write comments about the books they have read.

Children who do not complete homework are disadvantaged and may not be able to move on in class work. If homework is not completed, pupils will be required to complete the task in homework club.



Feedback to Children/Parents

We endeavour to give prompt feedback to children about their homework via Class Dojo or in class. The work is always marked but time does not always allow for the detailed written comments that are often given for work undertaken during school lesson times. The teacher's feedback is often verbal.

Monitoring Arrangements

The Curriculum, Performance and Achievement Committee of the Governing Body will receive an annual report from the headteacher that includes feedback from pupils and parents.

