

The Raleigh School Homework Policy

Reviewed September 2018

Next review 2021

What is it?

Homework is work set to do outside the timetabled curriculum. A better term might be reinforcement studies. Encouragement should be given for the effort that they put in.

What is the purpose?

- homework can offer opportunities for work which is independent of an adult.
- it can exploit sources inaccessible in the classroom
- it can give practice in skills learnt in class
- it can help to strengthen liaison between home and School
- it enables children to gain the self-discipline necessary to complete homework on time
- it can also broaden the children's outlook, study skills and initiative.

What is the role of parents?

Homework should be seen as a partnership between School and home, parent and child. The teaching staff recognise that there are difficulties in enforcing homework but we ask for parents' help in promoting a good attitude from the children. Parents can help their children by:-

- encouraging regular use of a touch typing course
- seeing that homework is undertaken in a relaxed manner
- that conscientious effort is applied under the best possible conditions
- encouraging and praising their children
- taking an interest in presentation, handwriting and spelling
- testing what has to be learnt
- listening to the child read or asking them to explain what they have been studying.

Parents should help the children to work at their own pace and make sure that there is sufficient time for the children's own interests. Outside interests often release abilities and energies which the formal school curriculum fails to identify or exploit. We recognise the importance of outside interests e.g. music lessons, Cubs and Brownies, Scouts and Guides, gym clubs etc. If a child is unable to complete a piece of homework due to other commitments we would appreciate parents sending in a short note to let us know by when the child will be able to complete it. Children who do not hand in homework will be required to stay in at playtime or lunch time to complete it at the discretion of the teacher.

What will be set?

The following are a few examples of the type of approach which may be used:-

- research
- looking for things. Forming hypotheses, conclusions based on observations
- learning – poems, tables, number bonds, spellings etc.
- observation - birds in garden, insects
- recording - with simple graphs, naturalist notebooks, art work, maps, tape recording or possibly photographs
- preparation - collecting words or phrases for future use from real experience
- reading - reading for information and pleasure
- asking - using a questionnaire, finding out from relatives and friends
- making - simple models, diagrams, etc.
- watching and listening - specific TV or radio programmes
- letter writing - finding out more information, commenting or 'thank you' letters, etc.
- mathematics - investigation connected with areas of study, practice of skills
- drama - planning sketches, dance, etc.
- continuation - an interest in an area of study, finishing something started in School or redrafting work

Homework Guidelines

Key Stage 1

<u>Reception</u>	<u>Year1</u>	<u>Year 2</u>
<p>Reading every night</p> <p>Phonics practice – letters or digraphs to learn when ready</p> <p>In the Spring term we give high frequency words to learn as well as handwriting sheets</p> <p>Children have a Mathletics log in and access to appropriate online activities</p> <p>Children may bring in objects relating to current work</p>	<p>Reading every night</p> <p>High frequency words for to be learnt initially for reading and then for writing</p> <p>Half termly overview of work to be covered and follow up activities to include;</p> <ul style="list-style-type: none"> • Letters and sounds to be learned • English areas of study • Maths methods and areas of study • Science areas of study • Topic work to research <p>Children may bring in objects relating to current work.</p> <p>Children have a Mathletics log in and access to appropriate online activities.</p>	<p>Reading every night</p> <p>Regular spellings to be assessed in school</p> <p>Half termly overview of work to be covered and follow up activities to include;</p> <ul style="list-style-type: none"> • Letters and sounds to be learned • Maths methods and areas of study • Mental maths • Science areas of study • Topic work to research <p>In addition Year 2 give reading comprehension and specific links to Mathletics activities.</p> <p>They might occasionally be asked to bring in objects relating to current work</p>

KS2 Homework			
Year 3	Year 4	Year 5	Year 6
Daily: Read, reading record/homework diary signed at least X3 per week and practise tables.			
Weekly : 5-20 spellings from National Curriculum and/or personalised spellings (Number set depends on age and ability)			
Weekly: One other task from the list below (1 X 20 mins = 20). Plus Mental maths – 5 mins	Weekly: Two other tasks from the list below (2 X 20 mins = 40).	Weekly: Two other tasks from list below (2 X 30 = 60 mins).	Weekly: Spelling workbook (30 mins) Two other tasks from list below (2 X 40 mins = 80).
English, maths, science or topic.			
<ul style="list-style-type: none"> • This is just a guideline in that subjects set may be more flexible in order to be relevant for a particular week. • Newsletters from year groups inform parents of any substantial change. • Homework maybe blocked e.g. a Y3 assignment could be 40 mins over 2 weeks • Parents to comment in Homework Diary/Reading Record if homework talking too long 			

Conclusion:

For homework to be effective it must be implemented within flexible guidelines which avoid over rigid time allocations and allow for differing home and personal circumstances. Its success must rely upon quality rather than quantity. Finally, homework has great potential to link home to school.