

# Oaklands Junior School

## HOMework POLICY

### Introduction

Research over a number of years in this and other countries has shown that homework can make an important contribution to children's progress at school. This policy is intended to give guidance to parents and teachers with regard to what is expected by Oaklands Junior School.

### **What do we mean by homework?**

In the context of this policy we use the DfE definition of 'homework' – i.e. it refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. This may be an activity to reinforce what is already being taught in school; it could equally be research to support work that will follow in school. On occasions, homework may also be a completely new task, not yet covered in school, to assess what a pupil already knows (or doesn't know) at the beginning of a new topic so will be labelled as such. Homework is an opportunity for parents to become active partners in supporting learning.

### **Why is homework important?**

Homework is set and valued because it:

- supports the development of an effective partnership between home and school to promote children's learning
- encourages parents to spend time with their children, have a better understanding of what is being studied at school and have a clearer idea of the achievements of their children
- exploits resources for learning, of all kinds, at home
- reinforces and consolidates work covered in class
- encourages children to develop perseverance, initiative and self-discipline through independent study
- helps children improve their skills in organisation, time management and presentation
- prepares children for the homework expectations of secondary school.

Homework is not designed to create anxiety, undue pressure or conflict between parents and children.

## **Homework Information**

A Curriculum booklet is sent to parents termly outlining the broad areas of work to be studied in all subjects by each year group. Patterns of 'set' homework are also outlined so that parents are aware of our expectations. Amounts of set homework are not intended to be overburdening but will gradually increase as a child moves up the school. All children are encouraged to do extension work on a voluntary basis, at their own level and pace, to supplement work covered at school and to encourage good homework habits.

Teachers try to ensure that homework instructions and expectations are clear to both children and parents. Each child has a homework diary. Parents are asked to check the diary for homework instructions and to sign it every weekend. Weekly homework will be posted on OWL under the relevant year group. Pupils and parents have their own individual log-ins to access this and must inform the class teacher if any difficulties are experienced with access.

Teachers will establish regular patterns of homework. The school will provide guidance for homework activities and will invite parents to curriculum evenings/workshops to support active involvement, when appropriate.

## **Guidelines for Homework**

<b>Year 3 and 4</b>	Up to 1.5 hours per week	Reading, spelling, other English work, times tables, maths work and activities taken from the homework grid.
<b>Year 5 and 6</b>	Up to 2.5 hours per week	Reading, grammar, punctuation and spelling work, times tables, maths work and activities taken from the homework grid.

## **The Type and Amount of Homework Set**

The school follows guidelines for primary schools when deciding amounts and types of homework set. Parents hold widely differing views about the amount and content of homework given to their children. Children's levels of ability, and stamina after a busy day at school, will help to inform what appropriate homework is for an individual. Teachers try to set homework for completion over a few days or weeks so that families can timetable it to fit in with the many other valuable activities organised from home.

The class teachers are responsible for managing the co-ordination of homework. They will monitor the demands on pupils to ensure that they are as balanced as possible. The range of tasks set for homework will take account of the many demands on teachers' time, with the aim of keeping the workload manageable.

Tasks will:

- have a very clear focus and time guideline
- give plenty of opportunities for pupils to succeed
- be varied to encourage the development of a wider range of skills.

## School Homework Timetable

*Times are for guidance only*

<b><u>Year Group</u></b>	<b>Reading</b>	<b>Grammar, Punctuation &amp; Spelling</b>	<b>Maths</b>	<b>Homework Grid Suggested Themes</b>
<b><u>Year 3</u></b>	5 – 10 minutes (5 times a week)	Spellings to learn for half-termly test. Sentences/Activity to accompany these.	Tables practice (weekly)	Reading comprehension and grammar Ancient Egypt Plants and seeds Mapping and modelling including Crowthorne The Stone Age Rocks & Soils; Light & Shadow
<b><u>Year 4</u></b>	10 minutes (5 times per week).	Spellings to learn for half-termly test. Sentences/Activity to accompany these. (approximately 20 minutes)	Tables practice (weekly). Weekly Maths task e.g. worksheet, investigation or online activities. (20-30 minutes).	Reading comprehension and grammar Romans Electrical circuits Anglo-Saxons; Ufton Court Mapwork Animals Research skills
<b><u>Year 5</u></b>	10 minutes (5 times per week)	Spellings to learn for half-termly test. Sentences/Activity to accompany these. (approximately 20 minutes)	Tables practice (weekly) Weekly maths task e.g. worksheet, investigation or online activities. (30 minutes)	Reading comprehension and grammar Mapping skills E-Safety Victorians Rainforests Rivers
<b><u>Year 6</u></b>	10 minutes (5 times per week)	Spellings to learn and use in activities for half-termly test. Grammar and Punctuation work (30-40 minutes).	Tables practice and mental maths practice (alternate weeks). Weekly maths task e.g. worksheet, investigation or online activities. (30-40 minutes)	Reading comprehension and grammar E-Safety Ancient Greeks Osmington Bay World War II Mountains and Volcanoes
		From January to May revision work for SATs		

## **Special Educational Needs (SEND)**

Some children with Special Educational Needs or Disabilities may benefit from being set a differentiated task, though they will do as much as possible in common with other pupils. Homework learning opportunities may be identified on a child's Class Support Plan. The school will not use homework inappropriately as a means to make children with Special Needs attempt to 'catch up'.

## **Parental Involvement**

Parents are requested to:

- take an active interest in their child's homework
- give appropriate advice and assistance
- encourage good standards in presentation
- ensure adequate time is set aside for regular homework
- ensure tasks are completed in a suitable environment where pupils can work independently or together with a parent
- show that they value the homework set and support the school in explaining to children how it can help them learn
- ensure work is returned to school on time
- ensure the homework diary is filled in correctly and signed weekly
- give praise for their child's efforts.

## **Homework Club**

The school will run homework clubs and attendance will be by invitation only in order to ensure the needs of disadvantaged children are prioritised.

The following statement will be included in the home/school diary for information, with a further copy being sent home when projects are set:

### **Expectations for Parental Involvement in Homework**

- The purpose of homework is to build on learning in school, as well as encouraging the skills of independent learning. As children progress through Oaklands, we would expect them to develop a greater level of independent learning.
- Please support your child to complete homework on time. However, if a high level of adult support is needed, please note this in the home/school diary.
- **Homework Grid Projects** are an ideal time to support and share your child's learning. Teachers would, however, like to know how much support has been given, so when we set a project, we will also attach the following for you to complete:

## **Feedback**

The school welcomes feedback from parents concerning their children's homework as this is an important part of our home-school partnership.

Parents are invited to communicate with school staff via the homework diary if they wish to comment on aspects of the homework – e.g. how well a child did, the level of interest and motivation, how long a task took, the level of difficulty, adaptations made at home etc. Teachers will feedback to children verbally, through lesson discussion, or through written comment.

As part of the feedback process, children will be given the opportunity to give and to receive feedback from their peers. This will focus purely on positive aspects of the homework and will be monitored by class teachers.

Parents may also discuss any concerns they may have, arising from their child's homework, directly with the class teacher.

## **Monitoring and Evaluation**

This will be carried out by the headteacher through consultation and feedback from all interested stakeholders and reported to the School and Community committee.

Initially this policy will be reviewed by staff at a staff meeting, prior to School and Community committee's timetable for review, or sooner if change need to be made following significant feedback from stakeholders, or a change in government policy.

Our evidence for good practice will be sought from:

- Staff ensuring that all homework is regularly completed and handed in on time, unless there are extenuating circumstances, or parental feedback, written or verbal, explaining reasons
- Pupil involvement in surveys, questionnaires or feedback from school council representatives
- Parental involvement through the annual parent questionnaire, with specific questions relating to homework being analysed
- Subject leaders for English and Maths monitoring the appropriateness and level of progression/challenge across year groups from weekly homework.

### **Policy Review**

This policy will be reviewed every two years by the School and Community committee.

**Reviewed by School and Community committee:                    March 2019**

**Approved by the full governing body:                                    June 2019**

**To be reviewed:                                                                                    Spring 2021**