

Silverstone CE Primary School

Homework Guidelines and Policy

Why is homework necessary?

At Silverstone CE Primary School, homework is valued for it:

- Extends the child's learning, experiences and skills beyond the classroom, for example through additional reading
- Consolidates and reinforces skills and understanding from the classroom
- Encourages the children to develop good work habits and, as they get older, to develop the confidence and self-discipline which is needed to study on their own and to become more independent learners
- Provides greater opportunities for parents to become more involved in their own child's education whilst further developing an effective partnership. We recognise that the partnership between home and school is vitally important for a child's education

Through these guidelines we aim to:

- Ensure progression towards independence and individual responsibility
- Ensure the needs of the individual pupils are taken into account
- Extend and support the learning experiences through reinforcement and revision
- Provide opportunities for parents, the schools and the pupils to work in partnership
- Provide opportunities for parents and children to work together to enjoy learning experiences
- Prepare children, at Year 6, for the secondary phase of their education

In 2012, the Government's own Guidelines including guidance on "Recommended Time Allocation for Homework" were removed. One reason cited for this was the concern "that homework limits family time together." This does not negate the Government's commitment to Homework, stating, "Homework is part and parcel of a good education, along with high quality teaching and strong discipline. Headteacher's know their pupils best and should be free to make decisions without having to adhere to unnecessary bureaucratic guidance."

At Silverstone CE Primary School, we recognise the crucial importance of family time, but believe that there are other contributory factors which impact more on family time together. Homework should not detract from family time and short, focussed, meaningful tasks can in fact enhance such time, with parents engaging in their children's learning. This follows the good practice for Homework which is promoted through the Education Endowment Foundation.

Homework will usually be set on a weekly basis and will include a weekend. Children will have ample time to complete tasks.

At Silverstone CE Primary School the main priorities are ensuring that the children are regularly heard to read their **reading** book, they spend time discussing this book and that **spellings** are learned. As soon as the children begin to learn their **Times Tables**, this also becomes a priority. The importance of this cannot be emphasised enough.

Foundation Stage

In Foundation Stage we endeavour to develop a love of learning and books. We encourage parents to read to their children daily and to share as many books as possible together. Children are expected to regularly read their **reading book** to an adult and spend time discussing this book. Parents should record this in the Home Reading Record Book which forms part of the home/school liaison. There may be occasions when specific phonics or number activities are sent home for the children to complete but this is not on a regular basis. We also use Tapestry to share ideas of how parents can help with their child's learning.

Key Stage One

The children's homework will reflect skills and abilities and will often be a consolidation of work covered in class.

- **Reading** – We encourage Key Stage one parents to read and share books and to hear their child read their **reading book at least 5 times a week**. Parents are asked to record this in the Home/School Reading Record Book, which forms part of the home/school liaison.
- **Maths** – Every two weeks, the children will have a maths challenge to complete at home
- **Spellings** – Spellings will be set, based on KS1 National Curriculum phonics and spelling rules and tested weekly

Key Stage Two

Homework will always reflect the child's ability and include:

- **Reading** – the children will be expected to take an appropriately levelled reading book home and to read it to an adult or to themselves at least five times weekly.
- **Learning weekly spellings** – during school spelling lessons, a certain spelling pattern, an aspect of spelling or regularly used words will be taught. These will be appropriate to the child's ability. The children complete a spelling word grid for five words within their spelling lesson. This grid asks the children to identify key elements of the focus word. This supports the children in understanding how to use these words within their writing lessons. The children will then take home all focus words based on the work they have undertaken and they will be expected to complete the remaining sections on their spelling grid. The children **must** learn and revise these words throughout the week in short sessions at home. They are then tested through a dictation activity, on these words the following week.
- **Times Tables** – learning of Times Tables – relevant to ability.

In addition to the reading, spelling and times table homework children in Lower Key Stage Two (year three and four) will be required to complete either an English **or** Mathematics task. This will be consolidation of work completed in school.

Children in Upper Key Stage Two (year five and six) will be required to complete an English **and** Mathematics task. This will be a consolidation of work completed in school.

Occasionally homework may also include research or topic based work i.e. research, preparing a presentation or practical activities, may be web-based, books, interviewing people, discussing with others.

Homework will be set on a weekly basis and it will always include a weekend.

How can you help your child at school?

We ask for your support in seeing that homework is done conscientiously and in the best possible conditions. To avoid “battles” over homework, we recommend that you try to encourage your child to work at their own pace, at the same time leaving opportunities for their own interests. Many children will need your company and encouragement before they can establish a routine for themselves. There are many ways you can help. You could test what has to be learned; listen to your child read and ask questions about the text, check presentation for neatness and accuracy, or direct your child to a suitable reference book or other information. If your child is genuinely having difficulties, then try to provide some guidance, sufficient to overcome the problem, rather than to give them the direct answer.

If your child does ever have any problems with their homework, please encourage them to talk to their class teacher. Likewise, if you have any concerns whatsoever about the homework or would like clarification of any aspect, please do not hesitate to make contact with the class teacher.