

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

Homework Policy

1 Introduction

- 1.1 Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

2 Rationale for homework

- 2.1 Homework is a very important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the ways in which children can acquire the skill of independent learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3 Aims and objectives

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote a partnership between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
 - to help children develop good work habits for the future.

4 Types of homework

- 4.1 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents. We also ask Key Stage 1 children to learn spellings or mathematical tables as part of their homework. We continue with similar tasks at K.S.2 but we expect them to do more tasks independently. Children may also be given tasks to finish that have been started in school.

Each class investigate and research a Theme each term. Children find that this is relevant, purposeful and interesting. Parents receive a résumé of the work to be covered at the beginning of each term including the class theme. We ask children to undertake some research at home for the theme e.g. In a recent Tht. Parents may also be asked to assist their children with Design and Technology tasks e.g. The Iron Man.

5 Amount of homework

- 5.1 There are several differing points of view on the amount of homework that should be set. It is one of the issues that are highlighted in responses by parents nationally to school questionnaires. It is therefore impossible for schools to please all parents on this issue. The debate is ongoing, however, between those that believe that too much homework is set and those who think that too little is set. We believe that the amount of homework set should not prevent pupils in taking part in important activities outside school e.g. sporting and cultural activities, brownies, guides, cubs, scouts etc. **It comes down to what we can reasonably expect a teacher to be able to set and mark, and what we can expect a child to do at home without impinging on valuable and character building outside interests.**

The amount of homework set should obviously be age related. We increase the amount of homework that we give the children as they move through the school. The following guidelines are followed but they are an **approximate** guide rather than an exact amount of time per week.

Reception: up to 30 minutes
Years 1 and 2: 30 minutes – 1 hour
Years 3 and 4: 1 hour - 1.5 hours
Years 5 and 6: up to 2 hours

- 5.2 We give all the children a school reading record book where they or the teacher or teaching assistant records the homework; and where parents, teachers or teaching assistants make any relevant comments.

6 Pupils with special educational needs

- 6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

7 The role of parents

- 7.1** Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, by providing the child with supervised access to the internet and by discussing the work that their child is doing. **(See the web links on our website for examples of interesting educational sites for children. Look also at our e-safety policy on our website: www.creigiauprm.cardiff.sch.uk)**
- 7.2** We ask parents to check the home/school diary at least once a week and to sign it and include any relevant comments. We do take note of your comments!
- 7.3** If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the head teacher.

8 Monitoring and review

- 8.1** It is the responsibility of our governing body to agree and then monitor the school homework policy. Parents complete an annual questionnaire every year and the head teacher, staff and governors pay careful consideration to any concern that is raised at that time. Our governing body may, at any time, request from our head teacher a report on the way homework is organised in our school.

Peter Evans 15.11.11