

# Chipping Hill Primary School

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## Homework Scheme

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## Rationale

In order that our pupils can attain the highest standard (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

## Aims and Objectives

Regular, well planned homework can:

- Enable pupils to make maximum progress in their academic and social development;
- Develop good work habits and self-discipline for the future
- Encourage skills and attitudes which help children improve their educational performance
- Help parents gain insight into their child's schoolwork and promote partnership between home and school.
- Provide opportunities for individualised work and develop skills of independent learning
- Offer access to resources not found in school (public libraries, local museums etc.)
- Consolidate and reinforce learning done in school and assist in preparation for future class work.
- Provide a context for pupil/parent interaction.

Homework is seen as 'an essential part of good education that supports children's development as independent learners'. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

## What is Homework?

Homework should not be a chore, but children should see it as an extension of their schoolwork. There may be occasions when some tasks are more challenging or difficult than usual as 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.

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading with a parent
- a family visit to a local museum
- finishing off work from the class
- undertaking individual research for a project at the local library
- learning number facts ( tables )
- literacy activities both written and verbal
- being an active member of a sports club or youth organisation

It can be seen from this list that homework can be a two way process. Teachers may ask for tasks to be done at home, but are delighted to learn about children's success in other aspects of their lives and will seek to recognise this in school.

## What the school will offer

During each term of the school year every parent receives an invitation to meet with their child's class teacher to discuss progress and areas of study to be undertaken in relation to the National Curriculum. These discussions will include information about the types of homework which might be set by school as well as indicating activities parents might wish to develop with their children.

When teachers set homework they will ensure that:

- It is always clearly related to current areas of study within the classroom.
- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- It is supported by homework diary in which children and parents can note success and record any problems encountered.
- Time scales for completion and submission are explicit.
- Work is marked as promptly as possible.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- The impact of homework upon the standards of children's attainment is monitored.
- Opportunities for the regular, formal evaluation of homework are provided for teachers, parents and children as part of the on-going consultation arrangements.
- All children will be expected to complete tasks. They will be given an opportunity to succeed in this through using a homework session in school leisure time if they continually fail to complete it.
- Types and amount of homework are age appropriate

We increase the amount of homework that we give the children as they move through the school. They will also continue to have access to Timestable Rockstars when appropriate.

#### Foundation stage Reception ( up to 1 hr each week)

Reading and Phonics practice daily

Maths activity

Chitter Chatter

#### Year 1 (approximately 1 hr each week)

Reading daily

Phonics/Grammar, Punctuation, Spelling activities - includes some sentence writing later in year

Maths activity

Chitter Chatter

#### Year 2 (weekly)

Daily reading

Phonics / Spellings

Maths

English

Chitter Chatter homework

#### Years 3 (weekly)

Daily reading

Spellings

Maths – homework book

English task

Chitter Chatter homework

#### Year 4 (weekly)

Daily reading

Spellings

Maths – homework book

English task

Times Tables Rockstars

Chitter Chatter homework

### Year 5 (weekly)

Daily reading

Spellings

Maths – homework book (1/2 pages)

Times Tables Rockstars

English task – Grammar (CGP book) **or** comprehension (CGP book)

*\*By Easter, both tasks will be set\**

Chitter Chatter homework

### Year 6 (weekly)

Daily reading

Spellings

Maths – homework book (1/2 pages)

Times Tables Rockstars

English grammar (CGP book)

Comprehension (CGP book)

Chitter Chatter homework

Children who do not complete their homework may be asked to stay in to do so at the teacher's discretion.

If a child persistently does not complete homework then the teacher may contact the parents and ask to speak to them in order for school and home to work in partnership for the benefit of the child.

### The Role of Parents

Parents need to discuss with their children the following questions:

- When is it a good time to do any homework?
- Where is the best place for homework to be done?
- What helps concentration?
- How long should my homework take me?
- Should I ask for help with my homework, even when it is finishing work started in class?
- Who should I ask for help and how much help should I expect?

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the work.

The boundary between what many parents see as constructive help and what a child may view as interference is indistinct and can vary from day to day. Parents need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed plus what form this might take.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

### Feedback and Marking of Homework

Time will be given during the school day for pupils to share the learning they have undertaken at home with their peers and classroom staff. Acknowledgement will be informal by staff and through 1 to 1 feedback with their peers based on the objectives of learning. Staff are not expected to mark homework to the same standard as class based work as the level of

independence with which the child completed the work cannot be ascertained. Time must however be given to celebrate pupil learning.

### Pupils with special educational needs

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.

### Monitoring and Review

It is the responsibility of the governing body to agree and then monitor the school homework scheme. The governing body may, at any time, request from the head teacher a report on the way homework is organised in the school.