

Mapplewells Primary and Nursery School



Homework Policy

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General Introduction

This policy supports the work of the school in promoting its mission statement, aims and values.

School Aims

To provide an environment in which all children feel safe, cared for and supported.
To encourage independence and confidence to take risks and make their own decisions.
That every child who walks out of the door at the end of Year 6 will have become the very best that they can be.

All our aims are encapsulated by our motto SUCCESS:

S – self-confidence

U – understanding

C – celebration

C – curiosity

E – excellence, enthusiasm and enjoyment

S – self-discipline

S – support

Vision Statement

To provide every child in our care with the best quality education possible, in a warm, respectful and caring environment. Our children will be capable of dealing with the priorities of today as well as the unknown priorities of tomorrow. To put our school in the heart of the community and form links with that community which will benefit our children.

1. Introduction

1.1 The governors and staff of Mapplewells Primary and Nursery School believe homework consolidates and reinforces skills and understanding in Mathematics, English and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents/carers and children to work together and, thereby, fostering an effective partnership between home and school.

1.2 We have structured most of our homework tasks to focus on specific key skills which will enable our children to access many other areas of the English and Maths curriculum:

- Reading – reading fluently, with comprehension and for pleasure are vital skills to develop. This is why we encourage our children to read daily. We reward children for reading at home through bookmarks and free books to take home and keep.
- Spellings – by learning how to spell key words and words with specific spelling patterns, we are enabling our children to become more fluent writers.
- Maths: learning mathematical skills that become fluent and automatic and then applying those skills to a range of problems.
- Times tables – these form the basis of many areas of maths. Knowing times tables will enable our children to become more efficient mathematicians in class.



1.3 Where appropriate, we will aim to use web-based platforms for helping our children achieve their homework. For example, we use Times Tables Rock Stars as a platform for learning times tables.

1.4 We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'

2. Aims and objectives

2.1 We believe that homework benefits pupils by:

- reinforcing concepts and skills taught in school;
- enabling pupils to revisit aspects of the curriculum;
- encouraging children to read to their parents/carers;
- providing an opportunity for parents/carers to become involved in their child's learning;
- helping to demonstrate to children that learning can take place in many environments;
- promoting learning at home as an essential part of good education;
- helping children and young people to develop skills and attitudes they need for successful lifelong learning;
- supporting the development of independent learning skills, including the habits of enquiry and investigation.

3. Commitment

3.1 Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to oversee the development of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

3.2 Role of the Headteacher

The Headteacher will:

- ensure that homework is built into teachers' planning;
- keep up to date with new developments with regard to homework;
- monitor and evaluate this policy

3.3 Role of the Teachers

Teachers must:

- integrate homework into their planning;
- ensure the homework tasks are accessible;
- set tasks or activities;
- set homework appropriate to each child;
- explain when, what and how the work is to be done so that each child clearly understands;

3.4 Role of Parents/Carers

Parents/carers are asked to:

- praise the value of homework to their children;



- provide a suitable space in their home where their children can concentrate on their homework;
- establish a homework routine;
- provide materials pens, pencils etc.;
- go through the homework before their child starts and discuss the completed work when finished;
- make the experience pleasurable;
- find time to work with their child or be at hand if a problem arises;
- discuss, encourage and praise their child's efforts;
- contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;
- contribute to school evaluation so the school can monitor and evaluate its effectiveness

3.5 Role of Children

Children are asked to:

- complete their homework by the set deadline;
- listen carefully in class to make sure they understand what is asked of them;
- make sure they get feedback on their homework;
- complete their homework using appropriate writing materials;
- have a go at all their homework activities.

4. Types of Homework

4.1 All homework tasks and activities are designed to consolidate and reinforce skills and understanding in Mathematics and English and enhance cross curricular teaching.

5. Feedback

5.1 All children receive prompt feedback on their homework in a variety of forms such as:

- verbal
- written
- class discussion

5.2 Parents/carers are asked to:

- give teachers any feedback they feel might be useful;
- encourage their children to talk about the feedback they have received;
- contact the school if they have any concerns

6. An overview of the homework schedule (EYFS to Year 6)

6.1 Homework is set on a Monday to be returned on the following Monday, unless the class teacher informs parents/carers of alternative arrangements. Homework will be acknowledged by the class teacher

EYFS

- Reading to a parent/carer at least four times a week for a period of 5 – 10 minutes (this time scale includes time to talk about the book).
- Half-termly phonics and maths activities to be sent out at the start of each half-term.



KS1

- KS1 are required to read to a parent/carer at least four times a week to a parent and talk about the book. Each reading session to be recorded the in-pupil's organiser by the parent.
- There will be six spelling words to learn, which also form handwriting practise.
- A weekly rotation between a Maths and English activity to be submitted back into school within the homework book.
- Times tables to learn using the Times Tables Rock Stars online resource.

Year Three and Year Four:

- Reading to a parent/carer (or sustained silent reading) at least four times a week for a period of 15 – 20 minutes this time scale includes time to talk about the book).
- Spellings to learn – based on what the children are learning in class.
- A weekly rotation between a Maths and English activity to be submitted back into school.
- Times tables to learn using the Times Tables Rock Stars online resource.

Year Five and Six:

- Reading at least five times a week for a period of 20 – 30 minutes (this time scale includes time to talk about the book), one of which should be to an adult.
- Spellings to learn based on what the children are learning in class.
- A weekly rotation between a Maths and English activity to be submitted back into school.
- Times tables to learn using the Times Tables Rock Stars online resource.
- Year 6 only - additional grammar, maths or reading activities to support preparation for SATs tests (Jan – May).

Homework will be checked by the class teachers each Monday and stamped to show this has been checked. Children completing homework will receive a DOJO point.

7. Forgotten and incomplete Homework

7.1 It is our experience that children forget to bring back their homework on occasions. In such an instance the child will be expected to return their homework on the following school day. In cases where this does not occur, staff will talk to the pupil to find out their barriers to homework completion. If they continue to forget or not complete their homework over time, their class teacher will call the child's parent/carer to discuss this with them.

8. Inclusion

8.1 In accordance with the Local Authority's policy on inclusive education, the Governors and staff of Mapplewells Primary School are committed to making homework accessible to all pupils. The expectations of completing homework tasks are the same for all pupils.

9 Scaffolding

9.1 It may be necessary to provide scaffolding so that all children are able to access the homework and complete it independently.



10. Special educational needs

10.1 It is the responsibility of the class teacher to set appropriate homework for all pupils and to provide tasks that can be undertaken independently. Whenever necessary, the class teacher should provide specific tasks or scaffolding for pupils with special educational needs.

10.2 The Special Educational Needs Co-ordinator should liaise closely with class teachers to co-ordinate homework tasks for pupils who may receive extra support.

11. Equal opportunities

11.1 The Governors and staff of Mapplewells Primary School believe in providing all pupils, regardless of race, gender or ability, with the same opportunities. We extend this belief to our Homework Policy and believe that it forms a fundamental part of our mission statement.

12. English as an Additional Language (EAL)

12.1 The Governors and staff of Mapplewells Primary School are committed to providing all our pupils access to homework. We recognise that we have some of children who speak English as an additional language and need to make provision for them to access homework tasks. Class teachers will use strategies such as giving extra oral explanations, providing scaffolded tasks or asking older EAL pupils to explain a homework task in their mother tongue.

13. Monitoring the Effectiveness of the Policy

13.1 The effectiveness of this policy will be reviewed every two years or when the need arises, and the necessary recommendations for improvement will be made to the governors.

