

Homework Policy

Meadow View Primary School



Approved by:	Head Teacher	Date: May 2018
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Homework Policy

Introduction

At Meadow View Primary School we are passionate that Homework is not seen as just the giving out of a weekly worksheet or spelling list. It is any work or activity, which children do outside school, either on their own, or with parents/carers. Parents are children's first educators, and children spend far more time in the home than the school environment. We must therefore work together, in partnership, to ensure that the learning is coherent, to enable deeper and more meaningful learning for the child. This will ensure that our children achieve their full potential.

Aims

- Reinforce learning through consolidating and practise
- To find out information to start a topic or research further
- To enrich their lives through independent study to develop confidence and self discipline
- To inform parents of what children are learning in school and the national expectations for children
- To provide opportunities for parents, children and the school to work together in partnership in relation to children's learning
- To ensure consistency of approach throughout the school

All classes from F2- Y6 are provided with a homework menu at the start of each term, Children are expected to complete one task each week and return their homework at the end of each term, although projects can be brought in as they are completed if children wish to share them with their teacher and their class.

Children from Y1 – Y6 are sent spellings to practise weekly.

Children may receive short additional tasks alongside the menu to address gaps in learning or to reinforce key skills.

Y2 and Y6 may also be given additional materials in preparation for their SATs. This helps parents to understand the type of questions they will need to attempt in their tests.

Homework Menu Tasks

Foundation Stage; These may include

- Singing nursery rhymes/counting songs
- Being read a bedtime story
- Reading aloud to an adult when at the appropriate stage of reading
- Maths games
- Shape activities
- Baking
- Activities in the outdoors
- Creative activities
- Phonics games
- SEAL activities (Social and Emotional Aspects of Learning)
- Name writing

Years 1 and 2; These may include

- Reading aloud to an adult
- Being read a bedtime story at least 4 times per week
- Singing counting songs
- Target practice
- Topic research tasks
- Creative activities
- Outdoor activities
- Maths activities

Years 3 and 4; These may include

- Reading aloud to an adult 3 times a week (encouraging a wider variety of texts)
- Being read a bedtime story/chapter of a book at least twice per week
- Research topics; initial questions, finding information, making notes etc
- Writing
- Creative activities
- Outdoor activities
- Including times tables

Years 5 and 6; These may include

- Reading, a variety of texts, including school reading books, at least 3 times a week
- Research topics; initial questions, finding information, making notes etc
- Bring relevant materials/objects into school to discuss
- Creative activities
- Writing tasks – linked to targets and ongoing work
- Times tables, number facts and target practice

Please note:

1. It is very important to note that homework is not just the completion of tasks. Games and activities can happen all around us and at any time such as working out change at the shops, telling the time, talking about seasonal changes, weighing ingredients for baking, cutting a pizza into quarters, reading 2 and 3 digit numbers on car number plates as you are walking or travelling in a car and playing board games. This incidental learning is just as important as formal learning as children do not realise that they are learning!
2. Resources to support learning at home will be added to the website.

Role of the class teacher;

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they may assist their child.
- To provide some mark of recognition that homework has been seen by the teacher.
- Give feedback where appropriate
- Reward and praise children who complete homework tasks

Role of the Assistant Head Teacher, Head Teacher and Governing Body;

- To oversee policy
- To ensure progression throughout the school
- To collect feedback from parents and children

Role of parents/carers;

- To work in partnership with the school and take an active role in their child's education
- To listen to children read regularly and read aloud to children so that they can hear the fluency and intonation of good reading
- To talk to children about their learning and discuss topics to deepen learning further.
- To provide a suitable environment.
- To support children with homework and celebrate achievements.
- Ensure homework that needs to be returned, is returned on time.
- To encourage children to respect school books and resources.