

TADDINGTON AND PRIESTCLIFFE PRIMARY SCHOOL

Headteacher: Mrs K O'Connor BA (QTS), MEd

Tel: (01298) 85278



HOMEWORK POLICY

September 2016

At Taddington we believe parental involvement is fundamental to a child's success at school. Learning is a lifelong process that takes place both at home and in school. We develop this partnership through our Homework Policy.

The aims of setting homework in our school are:-

- i to complement and support work that is being done in school by reinforcing skills, knowledge and understanding
- ii to foster a partnership between school and home learning as laid out in the home-school agreement, with relevant support offered for parents where necessary
- iii to encourage children to be resourceful and to work independently outside the class environment
- iv to encourage children to try skills learnt in the classroom in other contexts.
- v to prepare children for the requirements and expectations of transition from one key stage to another.
- Vi to value the work, interest and experiences of our children outside the classroom setting

Our Policy

Homework does not just mean formal exercises carried out by children with help from adults. Particularly with younger children it is the involvement of parents and carers in joint activities which is most valuable in promoting a child's learning.

Some homework is routinely scheduled whereas other work is flexible, often arising spontaneously from questions, problems, discussions and investigations in class.

Homework set will take account of the range of ability and expectations of individual pupils e.g. spellings set will be different within class groups as will main Maths/English activities where appropriate. Teachers will always try to ensure that the homework set is at the correct level of the children, but will also aim to give them some level of challenge.

Homework relating to other subjects may be set occasionally. At times, work set will require research rather than purely written assignments. This is known as pre-learning. The homework set will always be such that each child can contribute regardless of resources at home.

Where possible, homework will be marked in class. We believe that this is a positive learning experience for children in that teaching points can be made and mistakes corrected and explained. Homework not completed by the set time may not be marked.

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Foundation Stage and KS1

All infant children are asked to read daily at home with parents for 5-10 minutes and a record is kept of progress. It is essential that young children read regularly with an adult and have time to discuss the pictures and stories as well as their personal likes and dislikes.

Spellings to learn at home are introduced when appropriate from Y1 and are given weekly using a variety of strategies to assist learning.

A termly whole school topic homework is set on a school or national theme or initiative.

Infant children take maths homework on a weekly basis from year 1. This usually takes the form of a game, activity or worksheet.

Individual work is sometimes sent home, if the child needs help with a particular subject and will be discussed with parents beforehand.

Infant children are encouraged to bring articles/objects to school relevant to current topics.

Occasionally children are also asked to complete class work at home after discussion with parents.

KS2

All KS2 children are asked to read on a daily basis to parents for at least 15 minutes and a record is kept of progress. As with younger children, it is important for pupils to read with or discuss a text with an adult. This discussion is vital for developing comprehension skills.

Spellings are sent home weekly for children to practice in a variety of ways and tested in school.

A termly whole school topic homework is set on a school or national theme or initiative.

Multiplication tables or Maths home works are set each week.

Other homework could include:-

- a) Investigating current topics and current affairs.
- b) Using reference materials from libraries and home.
- c) Finishing off class work (after discussion with parents).
- d) Individual work, as discussed with parents, appropriate to a child's needs eg handwriting, reading comprehension.
- e) Practice papers to year 6 children after discussion with parents.

This policy document will be reviewed bi-annually.