



Pathways Academy Homework Policy

Homework Policy (Primary)

1. Introduction

- 1.1 Homework is here defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. Homework can help to develop an effective partnership between the school, parents/carers and pupils. It provides opportunities for parents/carers and pupils to work together and to enjoy learning experiences. It has a role to play in consolidating and reinforcing skills and understanding, particularly in literacy and numeracy.
- 1.2 Homework not only extends school learning by reinforcement and revision, for example through additional reading, but also encourages pupils as they get older to develop the confidence and self-discipline needed to study on their own, preparing them for the requirements of secondary school.

2. The Role of the School

- 2.1 Homework will normally be set by the class teacher/set teacher who will be responsible for ensuring that the demands of homework are manageable for parents/carers on a day to day basis.
- 2.2 Homework demands will be as even and balanced as possible and will take other factors into account e.g. due to religious obligations less homework will be given during Ramadan.
- 2.3 The school aims to ensure that parents/carers have a clear understanding about expectations for themselves and pupils in regard to homework. It will set out clearly for each class what the homework pattern is at the 'meet the teacher' meeting held in September.
- 2.4 In setting homework the school will take into account the needs of individual pupils and ensure progression towards independence and individual responsibility.
- 2.5 Children with Special Educational Needs may be set specific tasks by the class teacher or Special Needs support staff separate from the homework set for others in the class but the school recognises that it is important that they do as much in common with other pupils as possible.
- 2.6 Personalised homework tasks may be set by the Class teacher/set teacher to identified children based on their particular needs.
- 2.7 Pride points will be given to encourage pupils to complete and return homework on time and to encourage independence. If a pupil does not regularly complete the set homework and there has been no explanation from parents or carers, the school will contact them to discuss any difficulties.
- 2.8 All teachers will keep a record of children completing homework on a weekly basis. Parents will be contacted if children are not completing homework and referral made to homework club and support given accordingly.
- 2.9 The school will monitor and review the effectiveness of its homework programme.

3. The Role of Parents/Carers

- 3.1 The involvement of parents/carers in joint activities with children is most valuable in promoting children's learning. Short activities of different kinds - simple games, learning spellings and number facts, and of course reading together - provide a very important opportunity for children to talk about what they are learning to an interested adult and to practise key skills in a supportive environment. All of these activities are types of homework.
- 3.2 Parents/Carers should try to provide a suitable time and place in which the pupil can do his/her homework. They should make it clear that they value homework and support the school by explaining how it can help the pupil's learning. Parents should encourage pupils and praise them when they have completed their homework.
- 3.3 Parents/Carers can maintain a dialogue about homework through their child's Reading Record Booklet.
- 3.4 If their child has any problems in carrying out the homework parents/carers should contact the class teacher.

4. Homework Programme

- 4.1 Parents/carers will be given specific details of their child's homework together with information about topics which will be covered at a parents' meeting in the autumn term. This information will also be available on the schools website sharing up to date half termly curriculum maps.
- 4.2 Literacy and numeracy will be the main focus of the homework with a half termly theme project linked to other curriculum skills.
- 4.3 **Literacy activities**
- 4.4 Parents can play a crucial role in helping their children to develop a love of reading from an early age. Pupils in Reception and Key Stage 1 will be expected to share and enjoy books and to read regularly with adults and as part of their reading homework. As children progress through Key Stage 2, regular reading continues to be crucial. This should take the form of reading to an adult, of reading on their own if the child is a fluent reader, or of using reference material to find information about a topic. All pupils should be encouraged to read regularly.
- 4.5 Other literacy based homework may include learning sounds that individual or groups of letters make, learning to recognise key words or letter patterns, learning spelling, practising handwriting, planning and writing a story or answering any questions about a written text or to reinforce work done in class.
- 4.6 **Numeracy activities**
- 4.7 Initially children will be given tasks to develop their ability to count and combine numbers and to develop an understanding of mathematical vocabulary, including measures, shape, data handling etc.
- 4.8 As they progress children will be given number facts and tables to practise and learn. Formal mathematics homework may be set to reinforce work covered in class. Children may be given investigations to carry out or activities to develop their confidence and/or understanding.

4.9 Other curriculum areas

4.10 Each half term pupils will be asked to complete a homework project linked to the current theme. This will ensure a range of skills may be applied such as ICT, Art/design or researching topics to support learning in class, reading in preparation for lessons, written assignments and preparing oral presentations.

4.11 In addition to the homework set, the school will make available additional opportunities for study for pupils who wish to undertake optional tasks to consolidate or extend skills and knowledge e.g. after school homework clubs, booster classes

5. Suggested time allocations for homework

Year	Time	Type of activity
EYFS	Up to 1 hour spread across the week	The emphasis will be on learning new graphemes they have learnt each week in phonics; their new frequency words and regular reading.
Year 1 and 2	Up to 1 hour spread across the week	The emphasis will be on developing basic skills. Children will be expected to read for a short while, every night. Parents/carers should record a short comment in the child's reading record. Spelling words are set each Friday by the class teacher. Children will have a week to practise and then be tested the following Friday. Maths Homework is set on Friday.
Year 3, 4 and 5	Up to 1.5 hours spread across the week	The emphasis will be on developing basic skills. Children will be expected to read for a short while, every night. Parents/carers should record a short comment in the child's reading record. Spelling words are set each Friday by the class teacher. Children will have a week to practise and then be tested the following Friday. Maths Homework is set on Friday by set teacher.
Year 6	Up to 2 hours each week	Reading takes place every night. Children will be expected to read for a short while, every night. Parents/carers should record a short comment in the child's reading record. Spelling words are set each Friday by the class teacher. Children will have a week to practise and then be tested the following Friday. Maths Homework is set on Friday by set teacher. To prepare for SATs pupils will practise reading comprehension tasks, SPAG and Maths tasks using revision guides.