

HERITAGE PARK PRIMARY SCHOOL
POLICY STATEMENT FOR HOMEWORK

INTRODUCTION

At Heritage Park Primary School we recognise that homework can make an important contribution to pupils' progress at school and that there is enormous advantage in children spending regular periods of time on different learning activities that support the work they do in class.

THE SCHOOL'S APPROACH

We believe that parental involvement is essential in all aspects of the education process. The role of the supportive parent is both one of encouragement and involvement in helping children with specific home assignments.

We believe that by following such given homework routines, good study habits can be formed and children's personal management of time improved. In addition, parents are given the opportunity to become actively involved in their child's learning through consolidating and reinforcing skills and understanding, particularly in literacy and numeracy.

CONTENT OF HOMEWORK

The content of homework varies between year groups as follows:

Foundation Stage	Phonic sheets, word boxes or reading books.
Year 1	Reading books Maths games and activities Spellings (given on Monday tested on Friday / number of and difficulty level depending on age and ability)
Year 2	As for year 1
Year 3 and Year 4	Reading books Spellings (given on Monday tested on Friday / number of and difficulty level depending on age and ability) Maths activity
Year 5 and Year 6	As for year 3 plus another English activity

As children get older, homework provides an opportunity for them to develop the skills of independent learning. It is important that children should gradually get into the habit of regularly devoting larger periods of time to study on their own. As with all work in school, homework will be differentiated when appropriate to take account of individual pupils' needs.

TIME ALLOCATION FOR HOME ACTIVITIES

The following table illustrates the time allocation which takes account of government guidelines. Clearly, less is expected of children in the Foundation Stage than of those in Years 1 and 2. At Key Stage 2, the demands gradually increase so that by Years 5 and 6, children are spending longer periods on tasks.

Homework related to ELS and Springboard 5 takes precedence over, and indeed replaces homework set for the rest of the class on the nights when it is given.

Year Group	Reading	Spelling	Mental Maths	Other
Foundation Stage	10 minutes daily			As appropriate
Years 1 and 2	10 minutes daily	To be learnt by Friday		20 minutes once a week (to be given on Friday).
Year 3	10 minutes daily	To be learnt by Friday	To be tested on Friday	10 minutes three times a week as set. To include English, maths and topic work.
Year 4	10 minutes daily (individual reading)	To be learnt by Friday	To be tested on Friday	15 minutes three times a week as set. To include English, maths and topic work.
Year 5	15 minutes daily (individual reading)	To be learnt by Friday	To be tested on Friday	20 minutes daily as set. To include English, maths and topic work.
Year 6	20 minutes daily (individual reading)	To be learnt by Friday	To be tested on Friday	20 minutes daily as set. To include English, maths and topic work.

SPECIAL NEEDS

If appropriate, homework will be set in accordance with a child's individual targets, as laid out in his or her individual education plan.

THE ROLE OF PARENTS

In general terms it is hoped that parents will

- provide a reasonably peaceful, suitable place in which their child can do his or her homework
- make it clear to their child that they value homework and support the school in explaining how it can help their learning
- encourage their child to produce the highest standard of work that he or she is capable of and give praise when homework has been completed
- become actively involved in joint homework activities with their child

THE ROLE OF THE SCHOOL

Class teachers are responsible for setting and marking homework. They will provide guidance for parents as to how they can best help their child, as appropriate.

The school will provide homework books and line-guides (if required). The homework book will serve a dual purpose, that of recording children's work and giving the opportunity for parents and teachers to communicate. Written work should be completed in pencil unless the class teacher gives direction otherwise. Coloured pencils are requested for colour work as they do not show through paper as felt pens do.

Ideally homework should be completed at home but it is recognised that for some children this is not always possible, either on a long term basis or for a short period of time. For these children a homework club operates one lunchtime a week and parents may apply for their children to join this club.

A sample of homework books and assignments will be checked each term to check for compliance with the policy.

CONCLUSION

By following this policy, we aim to foster a responsible attitude towards personal study. Such habits should prove invaluable as preparation for further education. Furthermore, home/school liaison will be strengthened.