



Byfield School

HOMEWORK

The school regards the purpose of homework as being to:

- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school and the development of their child.
- consolidate and reinforce skills and understanding, particularly in English and Mathematics ;
- extend school learning, for example through additional reading;
- encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school.
- promote curiosity and embed a love of learning.

Homework should be used to effectively reinforce and/or extend what is learned in school. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school.

Homework tasks should be undertaken to the best of their ability. We hope parents and carers will be willing and able to give their active support to ensure that work done at home is completed conscientiously and in the best possible conditions.

All pupils at Byfield School from year 1 to year 6 are given homework books in which they complete homework. These Learning Logs are sent home every Friday and should be returned to school on the following Wednesday. After school homework club is available on Tuesdays after school for those pupils needing support or resources to complete their weekly tasks.

The nature of homework will change as children get older. For children in Key Stage 1, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective.

Short activities of different kinds – reading together, learning spellings and number facts - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older, homework provides an opportunity for them to develop the skills of independent learning, which they will need to continue lifelong learning and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own.

By the time children reach Year 6 their homework programme will cover a wide range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and

also ensure that, in relation to homework as much as to other aspects, their transition to Year 7/Secondary school is as smooth as possible.

Homework will be differentiated to take account of individual pupils needs and will include:-

Home Reading,
Weekly spelling / phonics (Wednesday)
Literacy tasks
Numeracy activities

The importance of reading at home cannot be over-emphasised and we hope that children will read for pleasure in their own time. Key Stage One pupils will be provided with a suitable school reading book, which can be taken home to read with a parent or other adult person. A record book will be provided for parents to sign when they have listened to or read to their child.

Pupils in Key Stage Two will be expected to take responsibility for their own reading books as necessary. Parents will be asked to sign reading homework to indicate that it has been completed.

Spellings will be given to each child in a separate spelling log, to learn using the Look, Say, Cover, Write and Check method. Lists will be given and tested weekly so it is very important that every child has their spelling book in school each Wednesday.

Some spellings may be differentiated by pupil ability; others may be key words from topics.

Numeracy Homework will be provided for pupils to consolidate or revise particular mathematical skills.

Homework is no longer a statutory requirement and at Byfield School we believe that children learn best when they are enjoying their learning. Consequently the following guides are now subject to parental interpretation and choice.

Time guides

- Age 4+, Years 1 and 2 = 1 hour per week Reading, spelling, other literacy and number work
- Years 3 and 4 = 1.5 hours per week English and Mathematics as for Years 1 and 2, RE, with occasional assignments in other subjects
- Years 5 and 6 = 30 minutes a day/a regular weekly schedule with continued emphasis on English and Mathematics but also ranging widely over the Curriculum.
- Homework will not, in general, be used to finish off work started in class.

Feedback and marking.

The school recognises the importance of providing prompt and accurate feedback to pupils, parents and carers on how well homework tasks have been tackled and the knowledge, skills and understanding that are being developed. A variety of methods will be used in line with the school marking and feedback policy to provide appropriate comments of praise, appreciation and an area for subsequent improvement in learning. These will vary according to the age of the pupil but seek to instil our ethos of continual improvement.

Role of the school

- monitor the effectiveness of the homework policy each year .
- support parents with the newer methods of teaching in English and Mathematics by offering parent meetings to put into context the development of English and Mathematics skills from Reception through to Year Six

Role of the class teacher

- plan homework as an integral part of curriculum planning and indicate tasks on short term planning .
- inform pupils and parents of homework timetables through discussion in class and at parents' evening.
- match homework, as far as possible, to the ability of the children .
- provide feedback which encourages pupils to regularly complete tasks . feedback should be appropriate to the task e.g. - individual comment from the teacher, verbal or written - marking of the task within an acceptable timeframe.

Role of the parents / carers

- support the child and the school in a combined effort to encourage children to strive and achieve.
- celebrate, praise and encourage children's efforts and outcomes at all levels.
- understand that learning is a complex process that requires practice, tenacity and resilience.
- nurture children's self-esteem and confidence, sharing and acknowledging their success