

Settle Primary School – Homework Policy

Background

- The homework policy of Settle CE Primary School is designed to fit in with a modern lifestyle and be compatible with the busy lives many families lead.
- It acknowledges that the support a child receives in the home from an adult varies from one household to another.
- It believes that homework should be meaningful as well as practically and realistically achievable in the given timeframe.
- The policy seeks to establish routine expectations as well as being flexible enough to cater for individual needs.

General Principles

- The school considers homework to be an important vehicle for consolidating and reinforcing learning and skills taught at school. It is felt that the setting of homework strengthens the home-school partnership by providing parents with direct opportunities to work with the school to help their child progress by undertaking focused tasks that target their child's individual needs.
- It is important that homework is routinely set in order to establish clear expectations for parent and child and that the nature of the work set is *an extension of the learning that has already happened at school*.
- It is for the individual teacher to gauge the amount and content of homework set for each individual. The school recognises that there is a difficult balancing act between setting 'not enough' or 'too much' homework. (As a general guideline please see the governments recommendations attached).
- Homework takes many forms – the traditional view of homework being undertaken in the home by an individual in isolation is misleading. Homework may include games, investigative tasks as well as textbooks or work sheets. For many homework tasks, parent or adult support is welcome and to be actively encouraged. Wherever possible the homework experience should be fun and the activities appropriately differentiated to ensure that learning at school is positively reinforced and built upon.

Key Elements of Settle Primary School's Homework Policy

Reading Tasks – Reading is a skill, which should be taught and thoroughly refined throughout the primary curriculum. At the start of each term the class teacher will specify how parents can support children with their reading and the amount/type of reading that should be taking place in the home. The development of reading skills is ongoing but care must be taken that it is not ignored or forgotten and that parents are always kept aware of expectations for their child's class.

Spelling/Phonic Work – Like reading, this discipline is ongoing and is an important, regular aspect of weekly homework. At the start of each term the class teacher will specify how parents can support children with spelling or phonic work and how learning should take place in the home. As well as weekly spellings, which should be phonic or topic orientated, the class teacher may decide to supplement homework tasks with some SAS Spellings. SAS Spellings cover commonly used words and coverage of these ensures that we reinforce and revise on those important basic words that must be mastered during a child's Primary Years.

Mathematics (Numeracy) – Homework will be generally set each week with the specific aim of targeting specific areas for development and consolidating/reinforcing learning that is currently taking place in school. KIRFs (Key Information Recall Facts - such as times tables) will be presented to children as an ongoing homework commitment and provide the main focus for extra learning at home. At the start of each term the class teacher will specify how parents can support children with this homework and how learning should take place in the home. In Key Stage One activities should be practically based and as children progress through the school into Key Stage Two they should become more formalised.

General Homework – Homework may also be set to link in with science study, history, geography, music, RE, design Technology, Art or general topic work as deemed appropriate by the class teacher. As a general rule, the older the child gets the more homework they will

receive - building up to Year Six where we hope to give pupils additional preparation for what they might expect at secondary school!

What if my child is getting too much or not enough homework?

The scope for setting *more homework* or *reducing the burden of homework* (if a child is struggling and there is an issue at home) is a matter initially between teacher and parent. Although teachers will generally have the final say on the *type* and *frequency* of homework assignments, if a parent has an ongoing concern with regard the nature of their child's homework and it does not seem to be getting resolved, then it is important that you direct your concern to the Headteacher who will investigate the matter.

Homework is designed to complement and reinforce learning at school. If a child reads regularly and focuses weekly on spellings and as often as possible on KIRFs then that is usually sufficient for most families and will benefit progress in school. Having too much homework can be soul destroying and bring on negative effects. At Settle CE Primary School we endeavour to get the balance right so that children develop good discipline habits and recognise when it is time to work hard and when it is time to play hard!

Richard Wright
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