

Homework 2017

Dundonald Primary School Mission Statement

Our school community will provide a caring, safe and supportive environment where everyone is encouraged to be creative, challenged and happy in their work and play, and where UNICEF Rights are respected and valued by all.

Why the change?



- National Curriculum requirements – particularly English
- Recent research
- Information from cluster schools – www/ebi

- <http://www.bbc.co.uk/newsround/38575475>

Research on Homework

- purposeful
- appropriate length of time (related to age)
- differentiated
- interesting and inviting
- allow for children to communicate with teachers when they struggle or don't understand a task
- involves parents

EEF (Education Endowment Fund)

- Overall, homework in primary schools does not appear to lead to large increases in learning.
- Effective homework is associated with greater parental involvement and support.
- The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective.

Changes to the Policy

- Updated Mission Statement
- Linked to RRS
- Clear indication of when 'creative' homework will be set
- Greater focus on spelling and mental maths
- New name!

Aims of Homework

- To consolidate children's learning.
- To provide opportunities for children to practise skills.
- To promote links between home and school.
- To encourage parents to understand and be part of their child's learning.
- To provide opportunities for parents and children to work in partnership and enjoy learning experiences.
- To promote children's independence and self-management skills.
- To prepare children for transfer to Secondary school.

Role of the Teacher

- To adhere to the recommendations made within the policy.
- To establish a regular pattern of homework that parents will be informed about at the beginning of the academic year.
- To mark all homework in accordance with the school's Marking and Feedback policy.
- To ensure that the homework set is appropriately differentiated to meet the needs of individual children.
- To ensure that the homework does not demand too much or too little from children.

- To give clear instructions and guidance on the expectations and presentation of the homework.
- To provide regular homework on the agreed day(s).
- To provide a activities throughout the term that consolidates the learning that has taken place in the class.
- To ensure that homework is not set during holiday time.
- To listen to children and respond appropriately if a child has a concern/ did not understand the task
- To meet with parents to offer guidance on how best to support their child.

Role of Child

- To listen to instructions and ask for clarification, if needed.
- To ensure they have the necessary equipment and books in order to complete the tasks.
- To ensure their homework is completed on time and handed in.
- To present all their work to the usual class expectations, taking pride in their efforts and achievements.
- To report to staff, if they have found something difficult, so that this can be explained

Role of Parent

- To provide a suitable environment in which their child can work without distraction.
- To provide support and encouragement to their child to enable them to carry out the task(s) but not to do it for them!
- To give feedback to their child during the ownwork task and/or once it has been completed by commenting on effort, determination and perseverance and by discussing with their child what they have learnt, found difficult/easy, how things could have been improved etc.

- To support the school in valuing homework.
- To ensure their child hands their homework in on time.
- To write a note or make an appointment to speak to their child's class teacher if their child is finding the ownwork difficult on a regular basis.
- To record their child's progress in reading in the Reading Record book.
- To sign each piece of homework to confirm that the child has completed the homework.
- To ensure children do not work beyond the suggested time unless the child is keen to do so.

Whole School

Once a term

- linked to a 'special week' e.g. International Week,
- optional extra
- encourage children to present their work in a creative way of their choosing

Occasionally, children will be invited to enter competitions e.g. Merton Calendar, Wimbledon Bookfest writing competitions etc.

Early Years

Learning together is the emphasis in Early Years

Nursery

- A Library Home box is available for children to select a book of their choice to take home and enjoy sharing with a parent/carer on a weekly basis.
- Fortnightly task in the 'Early Years Home-School Book'. This is a predominantly maths based activity.

Reception

Reading

- Guided Reading books will be sent home on a weekly basis.
- A Library Home box is available for children to select a book of their choice to take home and enjoy sharing with a parent/carer on a weekly basis.

Ownwork

- Sound books are given out once a week - letter sounds and blends as well as tricky words.
- One fortnightly task in the 'Early Years Home-School Book' (predominantly maths).

Year 1

Reading

- 10 minutes x 3 days a week

Spelling

- 5 minutes x 5 days a week (LSCWC)

Number bond practice

- 5 minutes x 3 days a week

Year 2 and 3

Reading

- **10 - 15 minutes x 3 days a week**

Spelling

- **5 minutes x 5 days a week**

Maths

- **15 minutes maths activity**
- **3 x 5 minute minutes number bond practice and/or times tables practice**

Year 4 to 6

Reading

- 15 minutes x 4 days per week

Spelling

- 5 minutes x 5 days per week

English

- 30 minutes English task focusing on grammar, punctuation or comprehension

Maths

- 30 minutes maths activity
- 5 x 5 minutes times tables practice