



Signed by Chair of Governors

Date approved by GovernorsMarch 2016.....

Review DateMarch 2020.....

Trowse Primary School **Homework Policy**

Children who are well supported at home with their learning make even better progress. At Trowse primary school we believe that learning is an holistic process which is not confined to the classroom or even school.

Whilst it is acknowledged that homework is important (children who do more maths will get better at maths) it is also appreciated that children need time to access other organised out of school activities, e.g. Brownies, Cubs, dancing, swimming etc. which play an important part in integrating children into the wider community and developing the whole child.

The benefits of homework are:-

- to encourage an effective partnership between the school and parents in enhancing children's learning
- to consolidate and reinforce skills and understanding from school
- to extend school learning, for example, through additional reading or research
- to encourage pupils as they get older, to develop the self-discipline and confidence needed to study on their own, fostering good habits of learning
- preparing them for the requirements of secondary school.

Homework tasks are set for clearly defined purposes. As such they:-

- vary according to the needs of the child;
- vary according to the age of the child;
- vary in frequency and length;
- vary in type, e.g. will not always require paper and pencil to complete.

Tasks include:-

- reading
- learning e.g. of mathematical facts or spellings
- additional research
- collecting information
- investigations
- occasional completion or extension of work set in class
- ICT/ web based learning tasks

Foundation and KS1 children will be expected to read/share books daily with an adult at home. When children are ready, they will begin a spelling programme. Spellings from this will be given weekly and parents will be expected to help with their children with the learning of these.

In KS2 we still expect children to read and share books daily as well as continue to learn spellings, mathematical facts, times tables or grammar exercises for example. As the children in this key stage are now older we also expect children to undertake homework related to a topic from time to time. Their own research can be a powerful in terms of their learning and promoting good habits of learning.

Termly curriculum newsletters from teachers help support parents by containing a section 'how can you help'. This lets parents know how they can best support the ongoing learning as well as anything specific for that term.

Fostering effective links between home and school can be achieved by using the school 'planner', issued to every child. Communicating both ways through the planner ensures parents feel part of what is going on.

Class teachers will give the children realistic timescales to complete their homework tasks.

Completed homework will be checked in class as appropriate and feedback given to the children.

The amount of time spent on homework will increase as children progress through the school.

If it is felt that particular circumstances, e.g. a prolonged absence from school through illness, warrants additional work, this will be discussed between the class teacher and parent. If extra work is agreed, then adequate time will be allowed for it to be completed.

We appreciate that through holiday times children can 'slip' academically. We want children to be children in the holidays, but are committed to supporting parents who wish to have, for example, reading books for their children to last them through the holidays so they do not slip back.

This policy will be reviewed every four years.