



Upper Beeding Primary School

Homework Policy

September 2015

Learning at home is an essential part of the good education to which all our children are entitled. Research has shown that homework makes an important contribution to pupil's progress at school.

Homework:

- reinforces and extends learning in the classroom;
- brings teachers, parents and children into a closer working partnership;
- helps children to develop independent learning skills and attitudes.

Through this policy we aim to:

- improve, extend and support the quality of the learning experience offered to children;
- ensure that there is consistent homework practice across the school;
- ensure that teachers, parents and children know the homework expectation;
- ensure that there is progression of homework from Early Years to Year 6, building independence and individual responsibility, taking account of special educational needs;
- ensure that homework practice is monitored and evaluated, allowing for two way feedback between home and school.

Each member of the school community has responsibilities:

Class teachers are responsible for team planning, setting and checking homework and providing feedback. They are responsible for ensuring homework set is differentiated to support the learning of every child.

Parents are responsible for encouraging children to do their homework in a suitable, quiet place and for checking the homework diary / homework book / VLE.

Children are responsible for, and completing homework to the best of their abilities and In KS2 being fully aware of what is set and to know where to check if unsure (e.g. VLE, class teacher)

The **Year group teachers** are responsible for monitoring the homework set in each age group.

The **Special Needs Co-ordinator** is responsible for consulting with class teachers concerning differentiated homework for children with ILPs.

The **Headteacher and Governors** are responsible for developing and reviewing the homework policy each year and for organising any meetings and/or workshops which support parental understanding of their child's education.

Homework Programme

Regular reading is vital throughout Primary School and our key belief is that all our children should read every day at home with their parents/carers, or on their own if they are fluent readers. This can be an adult sharing a book or a bedtime story talking about what has been read, the characters or story. Reading other material is also valuable and supports children's development of reading and language skills. A Reading Record is sent home from school and we ask parents to comment in there at least once a week. The more fluent readers are encouraged to comment on what they are reading themselves. Staff will comment in the reading diary weekly and it is a useful source of communication. Therefore reading runs right through our homework programme from Early Years to Year 6. Other homework is added according to the age of the children.

Early Years	-	Daily reading Weekly phonics Weekly language, number and topic ideas for activities to do at home
Year 1/2	-	Daily reading Weekly phonics / differentiated spellings (word mice and High frequency words) A weekly language / topic activity (up to 15mins) A weekly maths activity (up to 15mins)
Year 3/4	-	Daily reading Weekly differentiated spellings with a grid activity Weekly multiplication / division tables Weekly maths activity (up to 30mins) Fortnightly English or topic activity (up to 30 mins)
Year 5/6	-	Daily reading Weekly English activity (up to 45 minutes) Weekly maths activity (up to 45 minutes) Weekly differentiated spellings Fortnightly research / extension of topic work (1 hour) (Weekly multiplication / division tables – for children still not secure in recall)

A weekly opportunity to complete homework will be available for Key Stage 2 pupils supervised by a member of staff for any children who are unable to complete their homework at home.

A Homework Guide is attached to this policy to support parents with homework.

Reviewed, Adopted and Ratified by:

Staff	September 2015
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Governing Body	October 2015
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Date for Review	September 2016
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