



Leavening Community Primary School Homework Guidelines

Why is homework important?

- It develops home-school links.
- It can consolidate or extend work from school.
- It develops independent learning
- It helps prepare pupils for transition to secondary school

What makes homework effective?

- When setting homework we need to be sensitive to individuals' home circumstances e.g. access to computers or books or ability of parents to offer support, family sizes.
- Homework, above all else, should be purposeful.
- When children take ownership of it in order to promote responsibility and independence in themselves.
- When parents support homework.
- Appropriate time needs to be given to complete and return the homework and the date for it to be returned needs to be clear.
- Pupils and parents should be aware if parental support is needed, and what that support is.
- Pupils and parents should be aware approximately how long the homework should take.
- Wherever possible it should be practical and linked to home-life, encouraging skills rather than knowledge.
- Work will be differentiated and be appropriate for all children including SEN and very able pupils.
- Homework will be progressive.
- Feedback should be given. This could be written or oral, individual, group or whole class.
- The homework should be easily managed by the teacher.
- Children who do not complete homework should not be made to do the homework during breaks at school.

When do we give homework out?

Depending on the activity or subject, homework may be given out every week, every half term, every term or irregularly as a one off.

Regular homework e.g. reading, spellings and times tables and calculations should, wherever possible, be given out on the same day each week so that parents and pupils are expecting it. This will be made clear by the class teacher in class newsletters.

How long should pupils spend on homework?

We follow these approximate guidelines for homework. Homework routines should be established by the end of September at the latest.

Acorns (EYFS)

<i>Type of Homework</i>	<i>Time</i>	<i>Amount</i>
Reading	10 minutes	three times a week
Phonics/Spelling	10 minutes	twice a week

Conkers (Years 1/2/3)

Type of Homework	Time	Amount
Reading	5-10 minutes	daily
Spelling	5 minutes	3 times a week
Maths	10 minutes	once a week
Themed Challenge	20 minutes	occasional

Oak trees (Years 4/5/6)

Type of Homework	Time	Amount
Reading	10 – 15 minutes	daily
Spelling	5 minutes	daily
Maths	10 minutes	twice a week
Themed Challenge/project	1 hour	half termly

- Reading includes the school scheme reading book (which is essential in ensuring pupils have access to a broad range of texts and progression can be monitored) as well as ***inclusive reading. This encourages pupils to read a range of texts other than school reading scheme books, such as; newspapers and magazines of interest, recipes, signage, information on the internet etc.***
- Parents/carers **must** comment and sign in pupil reading books in order for school staff to see that the school reading scheme book has been read at home. These books cannot be changed without.

In the spring term, year 6 pupils will be sent the following each fortnight (in addition to the above):

- Reading comprehension and/or Maths activity
- A writing task

This will be to prepare them for Secondary School and the volume of homework they receive there.

Pupils with additional needs such as those who are able, gifted and talented (AG&T) and those with Special Educational Needs and Differences (SEND) will have personalised homework that is appropriate to their stage of learning.

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Persons Responsible: Sian Mitchell