



HOMWORK POLICY

1. Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent/carer who spends time reading a story to their child before bedtime is helping with homework.

2. Rationale for homework

Homework is an essential part of good education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents, carers and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. Homework supports, extends and consolidates the learning covered in the classroom while supporting children to develop self-discipline, independence and the ability to take responsibility for their own learning. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the fullest only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3. Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all basic skills to be practised regularly;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

This policy aims to:

- raise achievement;

- ensure a consistency of approach throughout the school;
- ensure teachers, parents and carers have a clear understanding about expectations of themselves and pupils.

4. **Homework at Farnham Primary – Key Principles**

- The amount and difficulty of homework is tailored according to the child’s age and ability.
- Sufficient time is allowed for the completion of homework to allow for a healthy home/school work balance.
- As the children progress through the school, the amount of homework increases.
- Teachers incorporate homework into their termly planning and ensure that the tasks are purposeful and aimed at developing and consolidating basic skills.
- Teachers provide parents and pupils with clear learning objectives and motivational instructions for tasks as well as clear examples of work to guide both children and adults.
- High expectations for neat presentation are in place to ensure that children maintain a similar high standard of work at home as in school.

Homework Guidelines for each key stage

Nursery and Reception – EARLY YEARS		
Area	Task Type	Weekly Time Guide
(Reception) On Friday, children take home a home-school book which outlines their learning and provides additional tasks for them to complete at home. This should be returned each Monday.		
Reading	Reading Books	5 minutes every day
(Nursery)	Book from the class library.	5 minutes every day
(Reception)	Reading books	Teachers will add a weblink to the focused story or rhymes over each half term.
Maths	Up to 10 number recognition and/or calculations to Learn by Heart	At least 5 minutes per day - 3 times a week. Learn by Heart booklets are given out in September and should be used throughout the year.
Oracy	The BIG Question	At least 5 minutes to discuss the question with your child and share ideas.
Other areas of learning	One activity linked to the current topic/theme	Across a half term, given out before a holiday and uploaded on the website
Phonics (Reception)	Read, Write Inc - practising words using taught sounds, reviewed daily	At least 5 minutes daily. The sounds are arranged in 3 set groups. These will be permanently on the school website.

Years 1 and 2 – KEY STAGE 1		
Area	Task Type	Weekly Time Guide

Reading	Reading Books	At least 15 minutes reading – 5 times a week
Phonics	Read, Write Inc - practising words using taught sounds, reviewed daily	At least 5 minutes daily. The sounds are arranged in 3 set groups. These will be permanently on the school website.
Spellings	Common exception words and one set of 10 spellings to learn	Year 1 and 2 have their own list of words to learn and spell throughout the year. Learn at least 2 every day. Children will complete a test based on these spellings. Half term lists will be uploaded on the school website.
Maths	One set of up to 10 Learn by Hearts to learn at speed (and in a random order if it's a calculation fact)	At least 5 minutes per day - 3 times a week. Learn by Heart booklets are given out in September and should be used throughout the year.
Oracy	The BIG Question	At least 5 minutes to discuss the question with your child and share ideas.
Other areas of learning	One activity linked to the current topic/science	Across a half term, given out before a holiday.

Years 3 and 4 – LOWER KEY STAGE 2		
Area	Task Type	Weekly Time Guide
Reading	Reading at home. A book review where appropriate	At least 20 minutes reading – 5 times a week
Spellings	One set of up to 10 spellings to learn	At least 5 minutes learning – 3 times a week. Half termly lists uploaded on the school website. Children will complete a test based on these spellings.
Maths	One set of up to 10 Learn by Hearts to learn at speed (and in a random order if it's a calculation fact)	At least 5 minutes per day - 3 times a week. Learn by Heart booklets are given out in September and should be used throughout the year.
Oracy	The BIG Question	At least 10 minutes to discuss the question with your child and share ideas.
Other areas of learning	One activity linked to the current topic/science	Across a half term, given out before a holiday

Years 5 and 6 – UPPER KEY STAGE 2		
Area	Task Type	Weekly Time Guide
Reading	Reading at home. A book review where appropriate	At least 30 minutes reading – 5 times a week
Spellings	One set of up to 10 spellings to learn / SAT preparation spelling lists	At least 5 minutes learning – 3 times a week. Half termly lists uploaded on the school website. Children will complete a test based on these spellings.

Grammar	Grammar work linked to weekly focus	Weekly. Half termly focus areas uploaded on the school website
Maths	One set of up to 10 Learn by Hearts to learn at speed (and in a random order if it's a calculation fact) Maths focus (SAT revision)	At least 5 minutes per day - 3 times a week. Learn by Heart booklets are given out in September and should be used throughout the year.
Oracy	The BIG Question	At least 10 minutes to discuss the question with your child and share ideas.
Writing	One written task linked to the current topic work	Across a half term, given out before a holiday
Other areas of learning	One activity linked to the current topic/science	Across a half term, given out before a holiday

Electronic versions of homework will be shared on Google classroom. Additional supporting materials, including helpful educational websites, can be found on the class webpage. Further activities to support the children's learning are shared on the half-termly newsletters which are on the school website. Class teachers will inform children of when their homework is expected to be handed in.

5. Pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Individual Educational Plans (IEPs) or their Education, Health and Care Plan (EHCP).

6. The role of parents/carers

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. Below is a list of ways that you as parents can show your child that you value their homework and the time and effort spent completing it. As a school we hope that you will find this guidance helpful in supporting your child fully with their homework.

You can show you value your child's homework by:

- ✓ providing a suitable place in which your child can do their homework, preferable with an adult to discuss, encourage and support;
- ✓ making it clear to your child that you value homework and support the school in explaining how it can help learning;
- ✓ encouraging your child and praising them when they have completed work set;
- ✓ signing and dating your child's Learn By Heart homework booklet (Years 1 to 6) to show that it is a true reflection of their best efforts;
- ✓ ensuring topic/science work is complete and returned to school on time;
- ✓ checking your child spends a suitable amount of time on homework.

Additionally, you can support your child's development by:

- ✓ visits to libraries, museums etc;
- ✓ cooking with them;
- ✓ taking your child swimming;

- ✓ playing games e.g. board games, cards, ball games;
- ✓ watching informative TV programmes together;
- ✓ providing opportunities for craft activities e.g. cutting, sticking, sewing, painting etc;
- ✓ gardening and growing plants;
- ✓ using the internet to research something with your child (following guidelines for safe internet use);
- ✓ attending any school workshops or curriculum days that may be on offer designed to enable parents/carers to understand the age expectations and actively support learning at school and at home;
- ✓ talking to your child about schoolwork, their day, what they have been learning about and how they have been learning.

For Key Stage 2 children, we ask parents to check the home/school diary at least once a week and to sign it as requested.

If parents have any problems or questions about homework, they should contact the child's class teacher.

Remember:

Homework is about reinforcing, practicing and confidence building...

Enthusing your child about undertaking homework and modeling the high value of homework to them is of key importance. Make it fun!

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