

## GROVELANDS CP SCHOOL

### HOMEWORK POLICY 2012

Research consistently shows that children do best at school when parents and carers are involved in their child's learning. A good homework policy will help secure that involvement, and ensure it continues throughout a child's time at school.

The purpose of homework is;

- *to provide practice in aspects of class work*
- *to enable pupils to become independent learners*
- *to encourage pupils to manage their time*
- *to develop the partnership between home and school*
- *to provide parents & carers with an opportunity to share in their child's learning*
- *to enable parents to be involved and informed about the type of work being undertaken in class*
- *to consolidate and reinforce skills and understanding, particularly in literacy and numeracy*

Parents will be informed in a variety of ways of the homework tasks and could include any of the following;

- *A general guideline at the beginning of the year will be provided*
- *Pupils will write the task at the top of the page in their exercise book*
- *A printed note will be sent from the teacher*
- *There will be a self explanatory worksheet*
- *Tasks will be outlined on the Grovelands learning platform*

More details of the organisation of homework and how you can support your child's learning will be given at the Parent Teacher Consultations throughout the year and via termly newsletters. Children's targets will be shared with parents/carers.

Parents/carers can help in many ways. For example they can:

- *Discuss with their child what homework has been set each week.*
- *Encourage children to plan their time so that the set task can be completed on time.*
- *Give encouragement and/or assistance and guidance with learning tasks*
- *Encourage children to be responsible for returning work and any books or resources borrowed to school on time.*
- *Sign and return the home/school agreement.*
- *Liaise with the class teacher regarding issues which arise out of homework*

The expectation is that homework will be completed and handed in weekly.

Suggested 'Learning at Home' pattern:

**Foundation Stage and Key Stage 1** (*foundation stage through to Year 2*)

Reading to, with, or listening to a more experienced reader for up to twenty minutes per day, either in the afternoon after school or in the morning before school.

Other tasks (*On a weekly basis*):

Reception      Learning specific sounds  
Occasionally collecting artefacts for the sound table and for topics studied  
Learning specific words given by teachers  
Finding out more about topics studied at school

Years 1 & 2      As above and, where appropriate, the inclusion of number bonds, multiplication tables, comprehension cards/sheets

**Key Stage 2** (*Years 3, 4, 5 and 6*)

Children are expected to read daily including their AR (Accelerated Reader) books for up to thirty minutes a day.

Other tasks (*On a weekly basis*)

These could include number work, multiplication tables, written work, drawing, topic research and mini projects.

Year 3	up to	45 minutes
Year 4	“	one hour
Year 5	“	one and half hours
Year 6	“	one and half hours

Children who do not complete their homework at home will be given the opportunity to complete it in their own time at school. We aim to ensure consistency across year groups and will provide access to computers where required.

The governing body will seek to ensure that the school complies with equalities legislation, and that this policy and its procedures are assessed for impact. The headteacher too, along with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities and that staff receive appropriate training and support in putting the policy into practice.