



THE UPPER WHARFEDALE PRIMARY FEDERATION

HOMEWORK POLICY Draft Summer 2017

THE UPPER WHARFEDALE PRIMARY FEDERATION HOMEWORK POLICY

We believe that Homework should not become onerous or burdensome or prevent a child from attending sporting or other clubs.

We believe it also offers the opportunity for parents to learn more about the work their children do at school, and participate more fully in that learning.

Homework can help children to be more independent and give them the opportunity to show initiative. We ask parents to encourage their children to think for themselves but at the same offer help and guidance if needed.

Aims of Policy

- To provide a clear definition of the purpose and nature of homework at the four schools of Burnsall, Cracoe, Grassington and Kettlewell.
- To identify our shared views of good practice.
- To establish how homework will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

Definition

At the four schools of Burnsall, Cracoe, Grassington and Kettlewell we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

Purpose

The purpose of homework at the four schools of Burnsall, Cracoe, Grassington and Kettlewell is to provide opportunities for parents to be involved in their child's learning. It enables children to practice and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

Good practice

At the four schools of Burnsall, Cracoe, Grassington and Kettlewell, we believe that the following principles underlie good practice.

- The policy is co-ordinated by a senior member of staff.
- A variety of approaches are used to ensure that parents and children are aware of homework expectations and organisation.
- Homework expectations are made clear.
- Homework is set in a structured way to help children develop regular study patterns (with parental help if needed).
- There is regular feedback and praise for completed work and a system in place for responding to children who fail to complete.
- The reasons why homework has not been completed are investigated before 'action' is taken.
- In planning homework, teachers set clear learning intentions and tasks are appropriate.
- The policy will be reviewed regularly

Range of Activities

A variety of tasks are used to meet planned learning objectives. These can include: (see Appendix 2)

- Speaking and listening activities
- Writing Activities
- Reading
- Spelling and word investigations
- Book reviews
- Reading comprehension
- Independent research
- Practical Maths activities and investigations
- Collecting items linked to a theme
- Skills practice across a range of areas
- Data collection
- Outdoor activities
- Craft activities
- Physical activities
- Educational games

Roles and Responsibilities

Class teachers will plan purposeful activities which are linked to the curriculum content. They will respond to children's efforts in a variety of ways, providing encouragement and reward. They will investigate the reasons for homework not being completed before responding with sanctions.

Parents have an important role in supporting children's efforts. They need to be aware of what homework will be set and provide both encouragement and support. They are also asked to provide an appropriate environment for its completion.

Children are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

It is also their responsibility to ask for help.

Responding to children and ensuring that homework is completed

In Reception, children are awarded stickers, house points, reward slips or certificates. If there are problems completing activities, teachers will discuss with parents.

In KS1, children will also be rewarded with stickers, house points, reward slips or certificates. Good examples of completed recorded tasks will be shared with the class. Records are kept of work completed and if appropriate children are given a further opportunity to complete by a set date. Any problems arising are discussed with parents.

In KS2 children completing homework are praised and outstanding examples of extra effort are rewarded with stickers, house points, reward slips or certificates. Teachers will keep a record of work completed. If required children are asked to complete tasks in their own time in the school day. Parents are informed if a child regularly fails to complete homework.

Special arrangements

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge.

Summer 2017

Appendix 1

How can parents help?

There are many ways you can help:

- Ask the children questions about what they are learning at school (talking helps everyone understand things clearly).
- Play word and number games to consolidate early learning of letter sounds, common vocabulary and number bonds.
- Spend a little time, on a regular basis, listening to your child read and discussing the books they have brought home. Encourage your child to read words and books regularly (show them how important words are).
- Take them to the library
- Help them to form letters the way they are taught at school starting at the correct point on the line.
- Test what has to be learned e.g. spellings, tables, number facts etc.
- Read what your child has written, and talk to them about their writing: Does it make sense? Is it correctly punctuated, etc.? Is writing neat and accurate? Have they used exciting words?
- Complete 'Talk' homework – when children have a task they need to talk about the day before they are due to undertake it in class
- Encourage your child to check over his/her work.
- Take your child on visits
- Walk in the park or countryside
- Share your occupation with them
- Help your child find out additional facts, e.g. by visiting the library or researching on the Internet.

Appendix 2

The choice would be age appropriate and varied throughout the year.

The choice on the activity sheet may include activities similar to those below;

- Play a word game- Scrabble, Lexicon, Boggle
- Play a game which involves money- Monopoly/shops
- Make a den
- Visit a castle
- Make a Festival decoration
- Make a festive hat or mask
- Calculate the area of your bedroom
- Measure how tall your family is
- Cook a favourite food, with a grown up.... if you wish to record this you may.
- Go for a walk with a member of your family; make a picture of what you saw
- Find out what life was like when a grandparent (or someone of a similar age) was a child. Record this in your book in your own way.
- Learn a times table which you don't know – prove it to your teacher
- Find 5 words linked with your school spellings and write a poem including these words
- Write a story or newspaper article about something which you like.
- Find out how glass is made.
- Make a fact file on a country you would like to visit.
- Help a parent/carer in the garden

- Tidy your bedroom – write instructions as to how to tidy a bedroom
- Write a thank you letter
- Draw a thank you card.
- Learn a song which you could sing to the class
- Make a picture of something you can see outside.



Key Stage 1
Key Stage 2



Learning Log
All Things Sweet!
10/10/14 - 03/11/14

Flowers Smell Sweet



Thankful poem

We are happy to have
the Mowden rose.
We are happy to have
the sweet tasting
strawberries
We are happy to have
the rare red apples
We are happy to have
the pink hydrangeas



What lovely pictures and
a poem for my dear Olive.

Reception

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