

Danbury Park Community Primary School



Homework Policy

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Be wise, be happy, belong



Danbury Park Community Primary School

Homework Policy

1. Introduction

- 1.1. This document outlines the policy for Danbury Park Community Primary School regarding the use of homework throughout the school.
- 1.2. At Danbury Park School we recognise the importance of homework in reinforcing and extending classroom learning and in helping children develop skills and attitudes they need for successful lifelong learning. It supports the development of independent learning skills, in particular those of enquiry and investigation.

2. Rationale

- 2.1. At Danbury Park School we believe that homework is a very important part of a child's 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 and teachers in encouraging them to learn both at home and at school. At Danbury Park School 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.
- 2.2. Homework plays a positive role in raising a child's level of attainment. 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 full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3. Aims

- 3.1. The school aims to :
 - promote a partnership between home and school in supporting each child's learning, ensuring parents/carers have a clear understanding about expectations for themselves and the pupil,
 - consolidate, reinforce and extend learning done in school and to allow children to practise skills taught in lessons, particularly in English and Maths,
 - improve the quality of the learning experience offered to pupils by exploiting resources of all kinds at home,
 - encourage children, as they get older, to develop long term strategies as well as the confidence and self-discipline needed to study on their own , and thus prepare them for the requirements of secondary school,
 - ensure the needs of the individual pupil are taken into account.



4. Types of Homework

4.1. We set a variety of homework activities which fall into four categories:

- Reading
 - Phonics work,
 - Word recognition,
 - Word building,
 - Decoding,
 - Fluency,
 - Understanding,
 - Genre choice;
- Spelling
 - Common words,
 - Letter patterns,
 - Phonic patterns,
 - Rules;
- Maths
 - Number recognition,
 - Mental recall of number facts,
 - Multiplication facts,
 - Application of number to solve problems,
 - Maths games;
- Research
 - Identifying required information,
 - Accessing information,
 - Using information.

4.2. In the Early Years Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn phonic patterns, common exception words, spellings or number recognition and mathematical facts and problem solving as part of their homework. Sometimes we ask pupils to talk about a topic at home prior to studying it in school. At other times we ask pupils to find and collect things that we then use in lessons. When we ask pupils to study a topic or to research a particular subject, we encourage them to use the local library, the Internet and family members. There are also times when pupils will be asked to follow up briefly a class activity at home by looking for everyday applications of what they have learnt.

4.3. At Key Stage 2 we continue to give pupils the sort of homework activities outlined above, but we expect them to do more tasks independently. We also set homework as a means of helping the children to research and revise topics already taught.



5. Amount of Homework

5.1. At Danbury Park School we set homework as follows:

Year	Subject
Reception	Reading (10 - 15 mins per day) Weekly phonics or Maths related challenge set on <i>Tapestry</i>
Year 1	Reading (10 - 15 mins per day) Spelling practice Weekly Maths game
Years 2	Reading (10 - 15 mins per day) Spelling practice Learning of multiplication table and number facts Maths challenge activities
Years 3 & 4	Reading (10 - 15 mins per day) Spelling practice (5 mins per day) Learning of multiplication tables and number facts Maths challenge activities
Year 5	Reading (15 mins per day) Spelling practice Maths challenge activities Additional activity related to classwork
Year 6	Reading (20 mins per day) Spelling practice Maths challenge activities Additional activity related to classwork

5.2 We increase the amount of homework that we give the children as they move through the school in preparation for the transition to secondary school.

5.3 Homework is communicated to parents in a variety of ways, suitable to the age of the child.

6. Roles and Responsibilities

6.1. It is the responsibility of parents to:

- encourage their child to complete the homework tasks which are set;
- make sure that their child hands work back to the teacher regularly and within set time frames;
- discuss the work with their child;
- help their child, as they feel necessary, which may involve visiting the local library or helping to use the Internet;
- provide a suitable place for children to complete their homework so that they can do their best.



- 6.2. If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If they have continuing problems or their questions are of a more general nature, they should contact the headteacher.
- 6.3. All children are expected to complete their homework to the best of their ability and to return it to their teacher on time.
- 6.4. It is the responsibility of the teacher to
 - ensure that all tasks set are appropriate to the ability of the child. If a child has special educational needs or a disability (SEND), we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework for pupils who are named on the SEND register, we may refer to targets on their Individual Education Plans (IEPs);
 - set homework regularly, ensuring that instructions are clearly given and that there is sufficient time for completion;
 - support parents if required.

7. Monitoring

- 7.1. The implementation and effectiveness of this policy is monitored as part of the school's reviewing and evaluating cycle by the Senior Leadership Team.