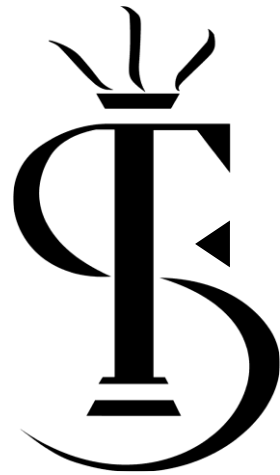


SOUTH FARNHAM SCHOOL

The Continual Pursuit of Excellence



HOMework

POLICY

SOUTH FARNHAM SCHOOL

POLICY FOR HOMEWORK

INTRODUCTION

This document is a statement of the aims, principles, philosophy and strategies relating to homework at South Farnham School.

It was developed through a process of consultation with teaching staff, governors (and parents). The policy was last reviewed in July 2024.

WHAT IS HOMEWORK?

Homework refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

PRINCIPLES RELATING TO EFFECTIVE HOMEWORK ARE THAT IT:

- needs to be part of a wider partnership between parents and school in pursuing the aims of the school (see Home/School Agreement)
- has as its aim the consolidation and reinforcement of skills and understanding across the curriculum, but particularly in English and Mathematics
- exploits resources for learning, of all kinds, at home
- extends school learning, for example through additional reading
- encourages pupils as they get older to develop the confidence and self-discipline needed to study on their own, preparing them for their secondary education
- will be geared to the individual needs of the child and will recognise differing home circumstances

PHILOSOPHY

We recognise the enormous value that a systematic approach to homework can add to a child's overall progress at school and each child is encouraged to work at home, beyond the school day.

An essential element is the sustained support of parent/carers. If parents encourage and welcome the homework activities set, then the child will gain maximum benefit and this partnership forms the basis of the Home/School Agreement. (Appendix I).

Parents are asked to help the child if necessary and carefully monitor the child's work. If they feel that breadth and range of the homework is inappropriate, then a discussion with the class teacher will ensure a helpful dialogue is maintained.

Children will usually be given several days to complete homework in recognition of the many valuable out-of-school activities e.g. Cubs, Brownies, in which they are involved. Out of school activities organised by others form an important element of a child's life and parents and school should seek to maintain a proper and appropriate balance.

HOMEWORK TASKS

Homework will usually be tasks related to the aspects of curriculum being studied. They may include:-

- finding out information
- reading in preparation for lessons
- preparing oral presentations
- written assignments
- occasionally, the completion of unfinished classwork
- handwriting
- reading

In addition, all children will be expected to undertake learning related to tables knowledge.

The amount of time spent on homework will increase as the pupils move through the school. The pattern of homework for each Year Group is as follows:-

Year R	<u>Year R have no set homework</u> However, children should read as often as possible – preferably a little every day. The children are provided with sound cards in the Autumn Term and ideas of games to learn these which can also be done at home. In the Spring Term, Year R children begin to learn their High Frequency Words. These come back weekly if / when the parent thinks the child is ready to be ‘tested’ to receive the next set; this moves at different rates for different children.
Year 1	Year 1 children should read as often as possible – preferably a little every day. Spelling: Words are sent home on a Monday to be learnt by the following Monday for a quiz. These should be practised little and often. Maths: Maths homework is sent home on a Friday and returned the following Thursday.
Year 2	Year 2 children should read as often as possible – preferably a little every day. Spelling: Words are sent home on a Tuesday to be learnt by the following Monday for a quiz. These should be practised little and often – 5 min a day. The children are required to write each spelling in a sentence so show an understanding of the word and how it can be used and to practise sentence structure. These are handed in on the Monday. Maths: Maths homework is sent home on a Friday and returned the following Monday.

Friday	Years 3, 4, 5, 6	Spelling: 'Word List' becomes active on Spellodrome. Pupils use games to practise spellings ready for their spelling test on Friday in school.
Monday	Years 3, 4, 5, 6	Maths: Activities on Mathletics will be set for pupils that are related to their learning in lessons from the previous week. They will have until the following Monday morning to complete them.
Thursday	Years 4, 5, 6	Topic work: sent home on paper (due in Monday)

The following minimum requirements are offered as a general rule of thumb and are not prescriptive:

1	quarter of an hour	2 evenings a week
2	quarter of an hour	2 evenings a week
3	half an hour	2 evenings a week
4	half an hour	2 evenings a week
5	half an hour	3 evenings a week
6	one hour	2 evenings a week plus weekend

STRATEGIES USED TO ENSURE EFFECTIVE HOMEWORK:-

- monitoring the appropriateness of demands on children, making sure that learning is enhanced
- helpful and prompt feedback to pupils through a range of methods including written marking, oral comment, class presentations, assemblies, pupil group review etc, as appropriate
- provide parents/carers with information relating to the structure and content of homework
- maintain a dialogue with parents/carers, where appropriate, through a Homework Book, and discussion, as necessary to gain maximum benefit from homework
- set homework to the regular pattern described above

BY PARENTS/CARERS WHO WILL:-

- provide a suitable place in which pupils can do their homework
- positively support work to be done in the context of the home, making it clear to pupils that they value homework, explaining how it can help learning
- make it clear to pupils that they value homework and explain how it can help learning
- encourage pupils and praise them when they have completed homework
- sign, on a regular basis that they have monitored their child's homework

BY THE SCHOOL WHO WILL:-

- provide opportunities and use of facilities, such as libraries, to support children in the completion of homework tasks during school breaks if this is necessary and desirable, ever mindful, however, that if homework is to be a true and positive partnership it should not become only the responsibility of school.
- review and monitor the homework policy and practice ensuring that it is contributing to the progress pupils make at school and increasing responsibility for their own learning.

This Policy should be read in conjunction with the Teaching and Learning Policy.

Reference should also be made to the Home/School Agreement and Letter to Parents, sent at the beginning of each school year.