



Pondhu Primary School

Homework Policy

At Pondhu Primary School, we believe that homework consolidates and reinforces skills and understanding in mathematics, English and other curriculum areas. Further, it helps to raise the level of achievement of individual pupils and provides opportunities for parents and children to work together thereby fostering an effective partnership between home and school. This approach supports the UNCRC Article 29 - Education must develop every child's personality, talents and abilities to the full and Article 28 - Every child has the right to an education.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

We recognise that all children need leisure time and our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time'. This is in line with Article 31 – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

A breakdown of how homework is structured is provided below. This has been designed to encourage progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for secondary school. Most of the homework is provided for completion over the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading and spellings are proven to be more effective when completed in shorter daily sessions. All classes will have a 'talking homework' during the first half of term and a set of homework based on the class web page during the second half of term.

Reception	Daily reading, other tasks set as they arise linked to topic based learning
Year 1	Daily reading and spellings each week, one piece of English and mathematics each half term and learning rhyme of the week.
Year 2	Daily reading and spellings each week, one piece of either English / mathematics or topic work each week
Year 3	Daily reading and spellings each week, one piece of mathematics each week (20 minutes) and learning rhyme of the week
Year 4	Daily reading and spellings each week, one piece of mathematics each week (20 minutes) with option of extension activities
Year 5	Daily reading and spellings each week, one piece of mathematics each week (30 mins)
Year 6	Daily reading and spellings each week, one SPAG based and one mathematics each week (30 mins) Additional activities from range of websites

Role of the Governing Board	<p>The Governing Board has:</p> <ul style="list-style-type: none"> • Delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy. <p>Nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Board.</p> <ul style="list-style-type: none"> • Responsibility for the effective implementation, monitoring and evaluation of this policy.
Role of the Headteacher	<p>The Headteacher will:</p> <ul style="list-style-type: none"> • Promote this policy by raising its status and importance. • Ensure that homework is built into teachers planning. • Provide supportive guidance for parents. • Keep up to date with new developments with regard to homework. • Monitor and evaluate this policy.
Role of the teacher	<p>Teachers must:</p> <ul style="list-style-type: none"> • Integrate homework into their planning. • Set interesting tasks or activities. • Set homework appropriate to each child. • Explain when, what and how the work is to be done so that each child clearly understands. • Provide feedback in line with the marking and feedback policy.
Role of the parents / carers	<p>Parents/Carers are asked to:</p> <ul style="list-style-type: none"> • Sign the Home-School Agreement indicating their support for homework. • Praise the value of homework to their children. • Provide a suitable space in their home where children can concentrate on their homework. • Establish a homework routine such as no television. • Provide appropriate materials such as pens and paper. • Go through the homework before the child starts and discuss the completed work when finished. • Make the experience pleasurable. • Find time to work with their child or be at hand if a problem arises. • Discuss, encourage and praise their child's efforts. • Contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it. • Contribute to school evaluation so the school can monitor and evaluate its effectiveness.
Role of the children	<p>Children are asked to:</p> <ul style="list-style-type: none"> • Complete their homework and hand it in on time. • Listen carefully in class to make sure they understand what is asked of them; • Contribute to pupil interviews and pupil questionnaires on homework; • Make sure they get feedback on homework; • Highlight to the School Council any ideas they may have about homework • Complete their homework using appropriate writing materials. • Have a go at all their homework activities.

Types of Homework	<ul style="list-style-type: none"> • All homework tasks and activities are designed to consolidate and reinforce skills and understanding in mathematics and English and enhance cross curricular learning.
Feedback	<p>All children receive prompt feedback on their homework in a variety of forms such as:</p> <ul style="list-style-type: none"> • Verbal • Written • Class discussion • Praise and recognition during a celebration assembly <p>Parents are asked to :</p> <ul style="list-style-type: none"> • Give teachers any feedback they feel might be useful; • Encourage their children to talk about the feedback they have received; • Contact the school if they have any concerns
Monitoring the effectiveness of the policy	<ul style="list-style-type: none"> • The effectiveness of their policy will be reviewed every three years or more often if the need arises.

