



Hardwick and Cambourne Community Primary School

Homework Policy

February 2017

1. RATIONALE

1.1 Homework plays an important part in 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. The values of our school state our desire for parents to be co-educators and for children to develop as independent learners. We believe that homework is one way in which children can acquire the skill of independent learning, whilst also fostering self discipline and responsibility. 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.

1.2 Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework, as is a parent who is helping their children learn their spellings or their tables or practice a target skill communicated to them via a parents evening. We also acknowledge that homework needs to be sensitively and carefully introduced as a child grows. Each phase of the school will create new demands on a child's homework, so that by the end of Year 6 they are fully prepared for the homework required in KS3.

2. AIMS

2.1 The aims of homework are:

- to enable pupils to make greater progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to foster self discipline and responsibility;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future;
- at Year 6, to prepare children for secondary transfer;
- to extend and support the learning experience via reinforcement and revision;
- to provide opportunities for parents and pupils to work together to enjoy learning experiences.



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3. AIMS OF THE POLICY

3.1 Through this policy we aim to:

- ensure consistency of approach throughout the school on both campuses;
- ensure progression towards independence and individual responsibility;
- ensure the needs of the individual pupil are taken into account;
- ensure parents/guardians have a clear understanding about what is expected of them and their child at each phase of their primary schooling;
- improve the quality of learning experiences offered to pupils.

4. AMOUNT OF HOMEWORK

4.1 We increase the amount of homework that we give the children as they move through the school. This should be used by parents as a guide to structure the homework during the week.

Foundation Stage		Practising phonics and later in the year reading books
Years 1 and 2	1 hour per week	Reading, spelling, other literacy work and number work, with additional cross curricular tasks.
Years 3 and 4	1.5 hours per week	Literacy and maths as for years 1 and 2, with additional cross curricular tasks.
Years 5 and 6	30 minutes per day	Regular weekly schedule with continued emphasis on literacy and maths, with additional cross curricular tasks.

4.2 In Upper KS2 we give all the children a school diary where they, or their parents, or the teacher records homework activities, and where parents and teachers make any relevant comments.

5. PUPILS WITH SEN

5.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Homework for an SEN child may also focus on IEP targets.

6. ROLES OF TEACHERS AND PARENTS

6.1 Class teachers will ensure that the school policy is put into practice. They will ensure that tasks are carefully planned and structured to support progression and learning and are matched to the needs of the pupils. They will also provide children with prompt, clear feedback on children's homework.



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6.2 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. Parents are also encouraged to sit with their child and talk about the activities.

6.3 If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher.

7. MONITORING AND EVALUATION

7.1 Our governing body may, at any time, request from the headteacher a report on the way homework is organised in the school.

8. UPDATE AND REVISION

8.1 This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Development Plan. This policy will be reviewed and revised every four years.