



Hughenden Primary School- Homework Policy

Philosophy

At Hughenden Primary School we value parents as the first educators of their children and appreciate the vast amount of learning that takes place outside school.

Homework provides opportunities to encompass tasks that are not possible within the confines of school. This purpose may include:

- Practising and consolidating skills taught in class.
- Extending learning begun in school through further research (Espresso) or application in the real world.
- Using learning resources not available in school e.g. asking relatives/friends about their childhoods.
- Providing enjoyable opportunities for parents to spend time with their children working together.
- Developing (age appropriate) independent study skills, thus preparing children to become lifelong learners.

Homework Organisation

Parents and teachers and children need a clear understanding of the expectations for themselves and each other. Homework is set by class teachers and monitored by senior staff to ensure the demands on pupils are even, balanced and manageable.

At the beginning of each academic year class teachers explain to parents the homework routine for the year at our “Meet the Teacher” session. This includes:

- Day of the week homework is set.
- Deadline for completion.
- Communication method (E-schools, Home/School book etc.)
- Feedback.

To accommodate various family commitments homework will be set so that children have the option of completing it either during the week or at the weekend.

We see school holidays as a time when families can enjoy being together free from the demands of the usual routines. As a school we encourage families to take their vacations during the published school holidays. For these reasons we have agreed not to set formal holiday homework.

Children with Special Educational Needs

Children with Special Educational Needs do as much of the homework as possible in common with other children. However, where a task is not appropriate, these children will work on the activities and targets laid out on their Individual Educational Plans.



Progression Through the School

When children begin school the emphasis is on parents/carers being actively involved with their children's learning as they enjoy activities together. This shifts in emphasis to children completing tasks independently as they move through their junior years.

Homework is matched to individual children in the following ways:

Reading – children work at their own level by reading books at a level appropriate to their point for learning.

Spelling (if given) – the quantity and complexity of words set are appropriate to a child's point of learning.

Cracking Times Tables – these schemes are worked through at an individual pace.

Literacy and Numeracy – these tasks are either open ended so that children can take a task as far as they can or the same task is adapted to make it suitable for different groups of children.

Table Talk – stimulation of ideas.

How Parents Can Help

Homework set in this school should be something the children are able to do. If children have difficulties completing the task then parents should help by explaining what needs to be done and working through the first example with their child. If a child continues to find the task difficult, then a brief note to this effect (recorded on the homework) is appreciated. It will aid the teacher in planning further work in this area. Children are not expected to continue homework tasks beyond the allotted time.

Parents can help by:

- Being aware of the homework routine for the class their child is in and agreeing with their children when it is to be done.
- Valuing homework - asking their children about tasks set.
- Encouraging their children to work at tasks within the time guidelines contained in this policy.
- Praising their children when they complete homework tasks.
- Reading tasks together and checking the children know what they have to do.
- Writing brief notes of any difficulties or additional help they have given.

If families are finding it difficult for their child to complete homework, then as part of our commitment to work in partnership with families, this needs to be discussed so that underlying problems can be addressed.

This policy was based on discussions with staff and a review of the DfE Homework Guidelines. It will be reviewed in line with the Governors' policy review cycle.

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