



Sully Primary School
Ysgol Gynradd Sili

Homework Policy

Date of Ratification: October 2019
Date of Review: October 2021

Rationale

At Sully Primary School we believe that Homework is 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 experiences that any school can provide. Children benefit greatly from the support of parents/carers and teachers in encouraging them to learn both at school and home.

Homework constitutes anything that the children do outside their normal school day that contributes to their learning in response to guidance from the school. Homework may encompass a variety of activities instigated by teachers and parents to support children's learning. Sully School also acknowledges 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 a wide range of out of school clubs and organisations.

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to help children develop good work habits for the future.

Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure a consistency of approach throughout the school.
- Use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- Practice or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to become independent learners.
- Prepare Year 6 pupils for the transfer to secondary school and to encourage good learning habits for the future.
- Enable children to make maximum progress in their academic and social development.

Types of activity

When setting homework there are a number of points to consider:-

- The nature and type of homework changes throughout a pupil's school career.
- Amount and frequency of homework should increase as a pupil gets older.

- Homework should not cause undue stress on the pupil, family or the teacher and may have a recommended time allocation.
- If parents have any concerns they should not hesitate to contact the school.
- Homework will not necessarily come in the form of a written task.
- Homework encompasses all children from the Foundation Phase to Year 6.
- Some tasks require daily practice e.g reading, tables, spelling.
- Other tasks may be a half term or weekend project.

Estyn recommends the following time allocations for homework activities

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1-2 hours per week

Years 5 and 6 - 30 minutes per day

(Reference: Estyn document : Homework in Primary and Secondary Schools.)

Homework Tasks

Listed below, for each Phase of Sully Primary School, are a number of sample activities that might be given as homework. Many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development. These may include:

Foundation Phase - Reception

- Listening to stories, reading books, learning reading words and letter sounds.
Practising letter formation with RWI handwriting sheets.
- Counting up and down stairs.
- Reciting nursery rhymes and counting rhymes and using Pori Drwy stori activities.
- Identification of shapes in the environment.
- Fastening and unfastening buttons and zips and tying shoelaces.

Foundation Phase - Years One and Two

- Listening to stories, reading books, learning reading words and spellings
- Writing stories
- Real life numeracy related problems e.g. shopping, car, bus and house numbers, using money.
- Multiplications tables (e.g. 2x, 5x, 10x)

KS2 - Years 3 - 6

- Reading, spellings and other literacy activities e.g. extended creative writing;
- Reading aloud to an adult on a regular basis;
- Numeracy activities and learning multiplication tables;
- Learning number facts and number bonds;
- Planning presentations and/or carry out specific topic related projects;

Role of the Class Teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the homework, at a parents meeting, 'how to' guides found on the school website or YouTube channel or at an open-school events.
- To ensure that homework is set consistently across classes in the year group.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To praise children who regularly complete homework tasks.
- To mark homework when necessary and give constructive feedback to pupils.

Role of the Head teacher and Governing Body

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- To inform new parents to the school so that they are aware of the home/school agreement and what it entails.

Role of Parents/Carers

- To sign a home school agreement.
- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

General

At Sully Primary School we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much.

However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be they should discuss it with their child's teacher.

- Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work.
- Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.
- If children are absent due to illness we will not send homework home. We would assume the child was too ill to work.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of

help needs to be given. In such circumstances, the teacher should consult the Head Teacher first.

- It is not usually possible to give homework when parents take holidays in term time.
- Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

Equality Act 2010

In Sully Primary School we believe that everyone is entitled to equality of opportunity, including those with protected characteristics as mentioned in the 2010 Equality Act. Staff practise an equal opportunities philosophy, which is reflected in the ethos of the school as well as in the formal and informal curriculum. In all subjects we strive to avoid direct discrimination, indirect discrimination and discrimination arising from disability. We make reasonable adjustments for disabled pupils. More information can be found in the school's equalities policy. Homework will be set homework that takes equal opportunities and racial equality into account.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan homework that is differentiated for the performance of all groups and individuals. Sully Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. If pupils do not have the facilities at home to complete their homework e.g. access to a computer, the school will ensure provision is made at lunchtime or breaktime. If pupils do not have the necessary resources such as paper or pencils, these resources will be provided so that no child is disadvantaged.

Skills across the Curriculum

Developing Thinking

Homework encourages children to share their ideas through discussion and to learn independently and to develop and pursue their own interests.

Developing Communication

Homework gives pupils the opportunity to develop wider communication skills and to express their opinions. It also enables them to organise their ideas effectively and clearly in a range of forms that may include the visual and written.

Developing ICT

Homework gives pupils the opportunities to apply their ICT skills to investigate, record and communicate their ideas and findings.

Developing Number

Homework gives pupils the opportunities to practise and consolidate many of the skills and concepts learnt in class.

Curriculum Cymreig

Homework may give pupils the opportunities to develop their knowledge and understanding of the cultural, economic, environmental, geographical and linguistic characteristics of Wales.