



Maple Grove Primary Homework Policy

Homework is a 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 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 Department for Education requires all schools to have a written homework policy that gives guidance to both teachers and parents about what is expected of them on a weekly basis. Homework is defined as 'any work or activities which pupils are asked to do outside lesson time, either on their own or with parents'.

At Maple Grove Primary School we see homework as an important way of establishing a successful dialogue between teachers and parents. We aim to provide opportunities for parents and carers to work alongside their child or children to support them with their learning in school to help your child reach their full potential. One of the aims of our school is for children to develop as independent learner and we believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. 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.

Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum 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 and further stimulate enthusiasm for learning
- to enable all aspects of the curriculum to be covered in sufficient depth
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons
- to help foster good habits of organisation and self discipline in preparation for the demands of Secondary School.

Structure and amount of homework

We increase the amount of homework that we give the children as they move through the school.

We expect Foundation Stage children to spend approximately one hour per week doing homework, this may well be spent reading with a parent 10-15 minutes per evening. We expect children in Key Stage 1 to spend approximately 1 hour 30 minutes per week on homework, and children in Key Stage 2 to spend approximately 30 minutes per night.

Early Years Foundation Stage (EYFS)

- Pupils have a homework book. During the course of each half term, children are given a series of open-ended activities to complete relating to their topic and the seven areas of learning
- Children take home reading books and picture books daily to share with parents and carers. Books are changed once a week

KS1 (Years 1 and 2)

- Pupils take home a banded school reading book specific to the level of the child and read with an adult for approximately 10 – 15 minutes each night. Books are changed on a weekly basis and supported by a member of staff
- Pupils will complete a short project or series of activities related to the year group topic or Science work. The homework task is set at the beginning or end of each half term
- Pupils will complete weekly tasks related to one of the core subjects (Literacy or Maths) The Subject focus changes weekly to ensure an equal balance and coverage of the curriculum
- Pupils will learn and practice weekly spellings
- An example of the homework that is sent out is shown below;
 - Week 1: Spellings, Topic, Reading
 - Week 2, Spellings, Phonics, Reading
 - Week 3: Spelling, Maths, Reading
 - Week 4: Spellings, Phonics, Reading
 - Week 5: Spellings, Maths, Reading
 - Week 6: Spellings, Science, Reading

KS2 (Years 3, 4, 5 & 6)

- Pupils take home a banded school reading book specific to the level of the child and read for approximately 20 minutes each night
- Pupils that are assessed as 'free readers' (not reading banded books), will choose from a selection of free reading books from the book corner
- Pupils will complete a short project or series of activities related to the year group topic or Science work. The homework task is set at the beginning or end of each half term
- Pupils will complete weekly tasks related to one of the core subjects (Literacy or Maths) The Subject focus changes weekly to ensure an equal balance and coverage of the curriculum
- Pupils will take home weekly spellings to learn
- Pupils will practice times tables and/or number facts as directed by the Maths set teacher

- An example of the homework that is sent out is shown below;

- Week 1- Spellings, Topic, Reading
- Week 2 - Spellings, Mental Maths, Reading
- Week 3- Spellings, Literacy, Reading
- Week 4- Spellings, Application of Maths, Reading
- Week 5- Spellings, Phonics/Grammar, Reading
- Week 6 - Spellings, Science, Reading

In addition to the regular homework outlined above, individual pupils or groups may receive further homework tasks related to their specific needs (e.g. extra phonics homework from an intervention group, maths problem solving activities for more able pupils, handwriting homework, etc). A class or year group might also receive additional Literacy or Numeracy homework, during the course of a term, to help address areas of weakness.

Pupil Feedback

Pupils will receive feedback on their homework in a number of ways:

- Directly from the teacher or LSA, through written comments (e.g. in homework or reading diaries) or verbal praise and feedback (e.g. on their level of success in completing a project or activity)
- Through computer generated reports once they have completed an ICT based task or test
- Marked Tests (e.g. spelling, times tables)

Pupils with SEND (Special Educational Needs and Disability)

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. When setting homework to pupils who are named on the school profile of special needs, we refer, wherever possible, to the child's personal learning targets and other statutory documents such as EHCPs.

The role of parents

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 can also support their child by encouraging them to make use of a wide range of home learning resources that are available to Maple Grove Learners.

We ask parents to check that children return their homework and to discuss this with the class teacher at Parents' evenings

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 Deputy Head Teacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented; parents should contact the governing body

Monitoring and review

It is the responsibility of the school's governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire during the school's OFSTED inspection, and the governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. The governing body may, at any time, request from the Deputy Head Teacher a report on the way homework is organised in the school.