



Canon Barnett
Primary School



Homework Policy

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Canon Barnett Homework Policy

At Canon Barnett School we feel that homework is an important part of our children's learning process. We recognise that it is a vital collaboration between school and home and without the support of our parents, teachers and governors it will not be an effective activity.

The aims of our school are that every child will:

- Develop confidence in themselves as a learner.
- Have the opportunity to fulfil their potential at home as well as at school and to feel success as a learner.
- Prepare themselves for their role and responsibility they will face in this school, secondary school and the community.

The purpose of homework is to help us achieve our aims by:

- Development of effective partnership between school and parents and other carers.
- Consolidating and reinforcing skills and understanding, particularly in English and maths.
- Preparing for future class work.
- Extending school learning.
- Developing skills in using libraries and other reference materials, including the internet (with adult support) television, radio and the local environment, which are not accessible in the classroom.
- Encouraging children, as they get older to develop the confidence and self-discipline needed to study on their own in preparation for secondary school.

How long should children spend on homework?

The Government believe that a sensible programme of homework activities for children in Key Stage 1 should be designed on average to take about 1 hour a week. At Key Stage 2 the demands should gradually increase so that by Years 5

and 6 children are spending about 30 minutes a day (two and a half hours a week) on homework. Reasonable time request is to be made of children, taking into consideration that a number of our children may have out of school commitments.

	Time	Notes
Foundation Stage		
Years 1 and 2	15 minutes reading per day (5 minutes spellings/day)	Daily reading Weekly spellings to practise Occasionally other assignments or rehearsal of facts
Years 3 and 4	20 minutes reading per day 10 minutes spelling and multiplication challenge	Daily reading Weekly spellings to practise Times tables rehearsal as part of the school's multiplication challenge. Occasional assignments in other subjects.
Years 5 and 6	20 minutes reading per day 10 minutes spelling and multiplication challenge Additional homework may also be set	Daily reading Weekly spellings to practise Times tables rehearsal as part of the school's multiplication challenge. Occasional assignments in other subjects.

Daily reading

This is the most important homework for our children to do because it helps them to:

- Improve their spoken English, their English vocabulary and awareness of grammar

- Become more fluent readers with improved comprehension
- Develop their writing skills.

Wherever possible, children who are in the early stages of reading should read with and to their parent, carer or older brother or sister. The most important part of reading homework is talking about what they have read. Children who are more independent still need to read out loud to someone where an emphasis is put on pronunciation, punctuation awareness and expression. Children will bring home a range of fiction, non-fiction and poetry books.

Children will not be allowed to take books home unless they have a bag to put it in. Once a child takes a book home it is done so in the understanding that they are responsible for it and any lost or damaged books will need to be paid for. Parents and carers are also encouraged to enrol their child at the local library.

How much homework is to be set?

Children will be expected to read every day. In KS1 this will be a phonics or guided reading book. In KS2 this may be a specific number of pages/chapter from a longer novel. Children will also have a school library book which they can choose to read but should aim to have finished within two weeks so that other children can borrow the book.

In KS1 the children will be given 5 spellings to learn (linked to their phonic book). In KS2 children will be given weekly spellings and multiplication challenge to practise. Children may also be set other purposeful activities to support their learning from other areas of the curriculum. For example, orally rehearsing their writing from a plan, keeping a diary of the shape of the moon, asking their families about questions about their experience etc

Special Educational Needs

Setting the right type and amount of homework for children with special educational needs is not always easy. Some children may benefit from special tasks separate from the homework set for other children in the class. On the

other hand, it is important that they should do as much in common with other children as possible. Setting appropriate homework, which does not demand too much or too little of children and their parents, needs co-ordination where possible between the class teacher, special needs lead and parents. Tasks should:

- Have a clear focus and time-guideline;
- Give plenty of opportunities for children to succeed;
- Help develop social as well as other skills where necessary;
- Be varied - and not purely written work;
- Be manageable for teachers.

Homework expectations

Teachers will monitor children's reading homework through the reading bookmarks (which parents sign). If they find a child is regularly not completing their homework, they will explore reasons why by speaking to the child and parent.

When completing written homework, children are expected to present their work with the same care as they would in class.