

Milton CE Primary School

Homework Policy

Introduction

At Milton School we see education as a positive partnership between home and school; homework is a key part of this. It offers children the opportunity to become independent learners and to practise and apply skills learned in the classroom thereby increasing knowledge and understanding. Homework also offers an important opportunity for parents to work in partnership with school to support their child's learning.

Homework is an opportunity to extend learning beyond the classroom and make connections with 'real life' contexts. It is also important that homework is seen as an enjoyable complement to what happens at school. We would like to provide opportunities not only to reinforce key skills in Literacy and Maths, but also for children to learn more across a range of subjects and become experts in those areas of interest to them.

Homework Review

We reviewed our homework provision in 2007 through consultation with parents, governors, staff and children. In 2008 we completed a further review following implementation of changes. Through this process we discovered that there were many common thoughts and opinions regarding homework, which have been taken into consideration when formulating the following aims:

Aims for Homework

- To foster a love of learning both in and outside the classroom
- To create opportunities for children to share the curriculum and their learning with parents and carers at home
- To reinforce key skills in Maths and Literacy, linked to work covered at school
- To provide greater opportunities for personalised learning, enabling children to extend themselves and develop skills and knowledge in their own area of interest

Through these aims the school will endeavour to:

- provide opportunities to develop skills outside of school through a range of stimulating tasks
- develop creativity in homework, through longer project-based homework activities
- ensure there is sensible progression in tasks from one year group to the next, as well as the time expected to be spent on homework
- allow children to share their learning with the class and their peers as they become an 'expert' in their chosen area

Progression in activities and time

Year Group	Recommended weekly time spent on homework	Activities
Foundation	40 mins	Dependent on child's needs: <ul style="list-style-type: none"> • Wordboxes: 5 mins, 5x week • Reading Books: 5-10 mins x 3 week • Maths Activity Term 3
1	1 hour	<ul style="list-style-type: none"> • Reading 4 x 10 mins • Maths/Lit 20 mins alternate weeks • Sometimes other subjects eg Science.
2	1 hour	<ul style="list-style-type: none"> • Reading 4 x 10 mins • Maths/Lit 20 mins alternate weeks • Termly challenge • Tables 2, 5 and 10.
3	90 minutes	<ul style="list-style-type: none"> • Reading 4 x 10 mins • Maths/Lit 30 mins alternate weeks (Can be sheet linked to lesson or below: (Tables 2, 3, 4, 5, 10) (Spelling = investigations and rules) • Termly challenge
4	90 minutes	<ul style="list-style-type: none"> • Reading 4 x 10 mins • Maths/Lit 30 mins alternate weeks (Can be sheet linked to lesson or below: (Tables 6, 7, 8, 9) (Spelling = investigations and rules) • Termly challenge
5	2 hours	<ul style="list-style-type: none"> • Reading 4 x 15 mins • Maths/Lit 30 mins alternate weeks (Can be sheet linked to lesson or below: (Tables T1 - those who need consolidation (Spelling = investigations and rules) • Termly research/challenge
6	2 $\frac{1}{2}$ hours	<ul style="list-style-type: none"> • Reading 5 x 15 mins • Maths/Lit 30 mins alternate weeks (Can be sheet linked to lesson or below: (Tables T1 - those who need consolidation (Spelling = investigations and rules) • Termly research/challenge

This is based on DCSF guidance. It allows for progression between year groups and an increase in time as children become older and more independent learners.

We recognise that children and families can often be very busy out of school, so we never set homework to be returned the following day.

Weekly Maths/Literacy homework is given out on Thursday to be returned by Tuesday, so that children can ask on a Friday if they are unsure about a task. It also allows staff time to mark homework before Thursday.

No homework will be given out during school holidays, apart from the Termly Challenge which incorporates half term as it is a longer-term piece of homework (see following page).

No homework will be given during Parent Consultation weeks.

Activities

Reading: This is a very important ongoing out of school activity. We like to encourage a 'little and often' approach to reading, using schemes, free choice books, websites, comics and so forth. We hope parents will encourage a love of reading through sharing a wide range of books and materials with children. We encourage parents to share the reading experience from early phonological skills to talking about texts as children become more independent readers in Key Stage II.

Weekly Maths/Literacy: These activities are set on a Thursday, to be returned by the following Tuesday. As often as possible, they are intended to be linked to the work carried out at school that week, so that skills and learning can be consolidated and extended as appropriate.

These activities are always discussed with children at school when they are set, so that children go home understanding what they are learning. Tasks are set for children to complete as independently as possible. However, we encourage parents and carers to discuss the task with children so that everyone becomes involved in the learning.

Maths homework could be written, oral, or mental maths activities through practice of calculations, investigations or games for example. Wherever possible, we encourage linking maths to 'real life' experiences to make connections to learning beyond the classroom.

Literacy homework could be writing in a particular style, research, sentence or punctuation work, reading or word based activities. Spelling and word level work could be in the form of investigations, spelling patterns and spelling rules. During the latter stages of School Performances some Literacy homework may consist of learning words to songs and lines for drama etc.

Recording of weekly homework:

Key Stage 1 children will be given worksheets which will be shared with parents during consultation weeks later in the term. Key Stage 2 children will be given a Homework book for sheets and recording which will be returned between home and school on a weekly basis.

Multiplication Tables (from Year 2 onwards)

The ability to recall and derive multiplication facts and the corresponding division facts is an essential tool for use in many aspects of mathematics. The Primary Framework for Mathematics states the expectation that all multiplication tables up to x10 should be known

by the end of Year 4.

<http://www.standards.dfes.gov.uk/primaryframework/mathematics/learningobjectives/Years/Year4/knowledgeofnumberfacts>

Maths homework in Years 2 to 4 therefore places an emphasis on learning and consolidating these mental maths facts. Children are expected to use the facts they know to derive other facts and this in turn builds their ability to recall. A range of activities are selected for homework that encourage speed and accuracy as well as applying these facts to real life situations.

There may be some children who find recall of tables facts more difficult than others and therefore may not have learnt them all by the end of Year 4; Year 5 teachers will provide opportunities for further consolidation during the Autumn Term, but the expectation for the vast majority of children is that all tables facts should be learnt by the end of Year 4 or the end of the Autumn Term in Year 5.

Similarly, for those children who can demonstrate recall of tables facts sooner than that expected at the end of Year 2, 3 or 4 extension activities may be provided at the discretion of the class teacher.

There are a range of websites such as www.mathszone.co.uk which provide many games and activities to learn times tables for all abilities.

Termly Challenge

This is a cross-curricular piece of homework set over 6-8 weeks where children can choose a project-based approach to learning of their own.

These challenges provide opportunities for personalised learning whereby children complete a project using media such as: writing, ICT, Art, DT, dance, music and so forth. Children present their learning to their class and teacher during a Sharing Week, where they develop their speaking and listening skills.

Because the expectation is that the majority of this piece of work is created independently Termly Challenges will begin in Year 2 when children have more confidence to work on their own. However, we also encourage parent participation in this project, as discussion and sharing of skills and ideas can often enrich the learning experience.

Inclusion

It is important that children of all abilities are set appropriate homework. Weekly homework activities may be differentiated according to children's ability or tasks may be set for children to complete at their own level of understanding.

Staff will also aim to ensure that there is a wide variety of tasks that will be of interest to all children.

If home circumstances make completing a piece of homework very difficult, then parents or children are encouraged to inform the class teacher and time or resources will then be made available to children in school. If a child cannot access the Internet at home for example, then arrangements will be made for them to use the Internet at school for research or to develop skills.

Activities from the Termly Challenge are always inclusive because they appeal to children's area of interest and expertise. Children are also very welcome to work together with peers

or create their own activity based on the topic being studied, provided they share their idea with the class teacher first.

Homework and holidays

We do not set children homework during school holidays, but we still encourage children to read as much as they can. If children are taken out of school during term time to go on holiday, then we encourage them to write a holiday diary and take photos if they wish, then share that when they return.

Review and Monitoring

Monitoring of homework provision will be undertaken by the Senior Management Team on an annual basis. This policy will also be reviewed and developed annually.

This policy was reviewed in January 2009.

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