



Penygloddfa CP School

Homework Policy and Practice – January 2017

At Penygloddfa CP School all pupils are encouraged to participate in some form of homework ranging from the collection of materials for a project to consolidating learning skills.

Parents are informed at induction meetings and at meetings held throughout the year of our expectations with regard to parental support in our endeavours to guide pupils in homework activities.

Staff encourage and praise pupils in their attempts with a view to homework eventually becoming a natural extension of their school lives.

Aims

In providing homework we aim to:

Pupils

- consolidate new skills and concepts across the curriculum;
- promote self-discipline and confidence for independent study;
- promote the will to succeed;
- create interest and curiosity beyond the school day e.g. research.

Parents

- develop an effective partnership and improve understanding between home and school;
- provide meaningful opportunities to work alongside your child;
- provide opportunities to enhance and improve your child's education.

Teachers

- consolidate and extend learning skills;
- create a stronger purposeful partnership between home and school;
- create opportunities with parents to share learning steps in positive progressive stages;
- ensure homework is marked when appropriate and purposefully annotated.

Implementation

Homework involves a range of tasks which change as the children progress throughout the school.

Regular shared reading is encouraged at all ages, and as children progress times tables become a regular part of homework.

Also the contribution of independent research the children undertake is valued.

Suggested activities and time to be spent on homework each week

Reception	Year 1	Year 2	
Home reading (10 minutes regularly) 1 activity per week (10 min.)	Home reading (10 minutes regularly) 1 piece of literacy and one piece of numeracy per week (20 min.)	Home reading (10 minutes regularly) 2,5 and 10 multiplication tables (regular practice) 1 piece of literacy and one piece of numeracy per week (20 min.)	
Year 3	Year 4	Year 5	Year 6
Home reading (15 minutes regularly) 2,3,4,5 and 10 multiplication tables (regularly) Two 20 minute tasks per week (literacy and numeracy)	Home reading (15 minutes regularly) 2,3,4,5,6 and 10 multiplication tables (regularly) Two 20 minute tasks per week (literacy and numeracy)	Home reading (20 minutes regularly) 2,3,4,5,6,8 and 10 multiplication tables (regularly) Two 20 minute tasks per week (literacy and numeracy)	Home reading (20 minutes regularly) 2,3,4,5,6,7,8,9 and 10 multiplication tables (regularly) Three 20 minute tasks per week (literacy and numeracy)

In preparation for the transition to secondary school, homework demands may increase in Year 6 and involve children finding out information, reading in preparation for lessons, preparing oral presentations as well as more traditional written tasks.

Each teacher is responsible for setting homework tasks appropriate to the children's stage of learning, with clear objectives and manageable for both pupils and parents.

All pupils receive a reading diary which pupils, parents and teachers make comments in to maintain a dialogue between home and school.

Each teacher is responsible for ensuring parents are informed of the expectations regarding the timescale for setting homework, and for receiving items back from the children for marking and assessment.

A brief explanation of the task for parents and examples if necessary (e.g. maths calculations) will be provided by the teacher in order to help parents support their child.

Additional Learning Needs including More Able & Talented

Homework is provided for all children, whatever their ability and appropriate to their stage of learning. Learning opportunities are matched to the needs of all children to include challenge and support for our most and least able children. When necessary these take account of any relevant targets set for individual children in their Individual Education Plans (IEPs).

Penygloddfa CP School recognises and supports the needs of all children. Pupils will be offered appropriate challenging opportunities to generate their own learning, to think and work independently and to foster a love and commitment to lifelong learning.

Equal Opportunities

Equality of opportunities is always observed with positive attitudes to language, literacy and communication being developed irrespective of disability, gender, race, ethnic origin, culture, language or religion.