

## Homework Policy

At Brynmill, we appreciate how important the links between parents and teachers are and the need for us to work together to ensure that children develop a positive attitude to learning.

*'Any learning activity that pupils are asked to do outside of normal lesson time can be regarded as homework. The homework task is generally related to work that pupils are doing in school, often as preparation, consolidation or follow-up. Homework can be done by pupils working on their own, at home with the support of parents or carers, at lunchtime, or before and after school with the support of teachers or other pupils.'*

(Homework in Primary and Secondary Schools. Estyn, 2004.)

We strongly believe that homework should benefit children's learning by reinforcing and extending skills and knowledge developed in school or in preparation for future learning.

We will only set homework that is relevant and will benefit our children.  
The main value of homework in primary schools is to:

- ***Provide parents and carers with an opportunity to know about the child's work in school.***
  - ***Contribute to children's learning.***
  - ***Help pupils develop interests and prepare for new work.***
  - ***Consolidate work done in lessons.***
  - ***Help pupils to begin to develop the skills of independent learning.***
- (Homework in Primary and Secondary Schools. Estyn, 2004.)

### Role of the school

- To provide parents with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about homework.
- To provide support for children with relevant homework tasks.

### Role of the teacher

- To plan and set homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To value and provide feedback about homework.
- To be available to talk to parents and children regarding tasks set.
- To inform parents if there is a problem regarding homework.

### Role of the parent

- To discuss and where necessary, support the child in completing homework.
- To ensure the child completes homework to a high standard and hand in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.

### Role of the child

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

Our approach to homework varies through the school according to the age of the child. Below are some of the kinds of activities children can expect as they pass through Brynmill Primary School.

Year Group	Activity examples
<b>Nursery / Reception</b>	<ul style="list-style-type: none"> <li>• Curriculum information for parents is sent out each term, to outline areas of learning for the topic.</li> <li>• Children begin to take home reading books when they start the Oxford Reading Tree scheme.</li> <li>• Children bring home phonics sheets regularly;</li> <li>• Occasionally, children bring home requests for additional items such as photos and artefacts to enhance topic work.</li> <li>• Weekly maths homework tasks</li> </ul>
<b>Years 1 and 2</b>	<ul style="list-style-type: none"> <li>• Curriculum information for parents is also sent out each term, to outline areas of learning for the topic.</li> <li>• Children are encouraged to think about their topic at home through discussions, visiting the library and bringing in any relevant artefacts or anything from home to share with their class.</li> <li>• Children will receive a Learning Log task to be completed over a fortnight usually linked to the topic.</li> <li>• Children regularly take home reading books and a home school record maintained between home and school.</li> <li>• Sumdog, TT Rockstars and Skoolbo website logins available for additional Maths and English practice.</li> <li>• Occasionally, children bring home requests for additional items such as photos and artefacts to enhance topic work.</li> <li>• Children may be expected to prepare a short talk/presentation for their class</li> <li>• Weekly maths homework tasks</li> </ul>
<b>Years 3 and 4</b>	<ul style="list-style-type: none"> <li>• Curriculum information for parents is also sent out each term, to outline areas of learning for the topic.</li> <li>• Children will receive a Learning Log task to be completed over a fortnight usually linked to the topic. This can be researched and / or completed online using the Hwb and J2E tools.</li> <li>• Children are encouraged to think about their topic at home through discussions, visiting the library and bringing in any relevant artefacts or anything from home to share with their class.</li> <li>• Children regularly take home reading books and a home school record is maintained between home and school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sumdog, TT Rockstars and Skoolbo website logins available for additional Maths and English practice.</li> <li>• Pupils begin to extend home / school learning by the use of the Hwb website and J2E.</li> <li>• When the children are ready, they are also able to write school blogs and read those of others as a means of reflecting on learning.</li> <li>• Occasionally, children bring home requests for additional items such as photos and artefacts to enhance topic work.</li> <li>• Children may be expected to prepare a short talk/presentation for their class</li> <li>• Weekly maths homework tasks</li> </ul>
<p><b>Years 5 and 6</b></p>	<ul style="list-style-type: none"> <li>• Curriculum information for parents is also sent out each term, to outline areas of learning for the topic.</li> <li>• Children will receive a Learning Log task to be completed over a fortnight usually linked to the topic.</li> <li>• Children regularly take home reading books and a home school record maintained between home and school.</li> <li>• Sumdog, TTRockstars and Skoolbo website logins available for additional Maths and English practice.</li> <li>• Pupils begin to extend home / school learning by the use of the Hwb website and J2E.</li> <li>• Children write school blogs and read those of others as a means of reflecting on learning.</li> <li>• Occasionally, children bring home requests for additional items such as photos and artefacts to enhance topic work.</li> <li>• Children may be expected to prepare a short talk/presentation for their class</li> <li>• Weekly maths homework tasks</li> </ul>

## Learning Logs

This style of homework has had a positive impact on children's independence, organisation skills and enthusiasm for their topic. The children are given opportunities to share their Learning Logs in class by talking about their work, looking at the work of others and discussing the task.

For examples, please take a look at :

<http://www.learninglogs.co.uk>

### Useful websites:

These may be updated from time to time, and the following require a log in available from your child's teacher.

Website	Purpose
<a href="http://www.hwb.wales.gov.uk">www.hwb.wales.gov.uk</a>	Main learning platform and access for home school links

<a href="http://www.sumdog.com">www.sumdog.com</a>	Maths practice site
<a href="http://www.skoolbo.co.uk">www.skoolbo.co.uk</a>	Literacy practice site
<a href="http://www.classdojo.com">www.classdojo.com</a>	Home school communication
<a href="http://www.ttrockstars.com">www.ttrockstars.com</a>	Maths rapid recall

Other web links or Apps may be shared with pupils on the Hwb website or sent home. Key Stage 2 children have opportunities to attend homework clubs during lunchtimes. These sessions are optional and may be used to research Learning Log tasks, to access their online Maths homework or to receive support.

On average, a reasonable amount of time spent on homework would be within the following range:

- 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

This includes regular reading with an adult or independently. Ideas for supporting learning at home are also discussed in the Parents Meeting during the Autumn Term. Topic information is also distributed each term and any additional research or experiences that will be beneficial to the child.

*'While well-conceived homework tasks have a potentially valuable role to play, children also need time to relax, socialise and enjoy life outside of school. There are many opportunities to learn and develop through participation in a wide range of challenging and enjoyable activities such as the arts, sport, voluntary and community activities. Homework should not restrict a child's access to these opportunities to develop.'*

(Homework in Primary and Secondary Schools. Estyn, 2004.)

## Rights Respecting School

At Brynmill Primary School, we follow and keep the principles of the United Nations Convention on the Rights of the Child (UNCRC). We believe that every child in our school has the right to the 42 Articles. The Articles relevant to this policy are:-

Article 1: Everyone under 18 has these rights.

Article 2: All children have these rights no matter what!

Article 3: Everyone who works with children should always do what is best for each child.

Article 12: Your right to say what you think should happen and be listened to.

Article 13: Your right to have information.

Article 14: Your right to follow your own religion.

Article 15: Your right to meet with friends and join groups and clubs.

Article 17: Your right to honest information from newspapers and television that you can understand.

Article 28: Your right to learn and to go to school.

Article 29: Your right to become the best that you can be.

Article 30: Your right to use your own language.

Article 31: Your right to relax and play.

## Strategic Equality Plan

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

## Monitoring and Evaluation

The Key Skills Policy will be regularly reviewed to assess its implementation and effectiveness. It will be done by the Key Skills Co-ordinator in consultation with the Headteacher, the staff and governors, at the time stated at the end of the policy unless necessary. The document and any relevant resources are available to parents and the wider community.

Spring Term 2018

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<b>Approved by Curriculum Committee</b>	<b>Date</b>
<b>Ratified by Governing Body</b>	<b>Date 22.03.18</b>
<b>Scheduled for review</b>	<b>Spring 2021</b>
<b>Head teacher's signature</b>	<b>J. Simons</b>
<b>Chair of Governors' signature</b>	<b>A. Younis</b>

## Appendix

### Roles and Responsibilities

#### Teachers (taken from the Practising Teacher Standards)

Practising Teacher Standards outlines the statutory standards that all teachers are working strive to meet relation to Monitoring & Assessment. They are as follows:

12. Maintain an up-to-date knowledge and understanding of the professional duties and responsibilities of teachers and the statutory framework within which they work.
14. Use understanding of the expectations, organisational arrangements and pedagogical approach in the key stages or phases before and/or after the ones they teach to inform their practice and planning.
15. Understand the key factors that affect children and young people's learning and well-being.
16. Maintain an up-to-date understanding of their subjects/curriculum areas and related pedagogy in order to inform practice.
17. Understand their role in improving literacy and numeracy skills across the curriculum.
18. Maintain knowledge and learning in ICT to support teaching, learning and in their wider professional role.
19. Understand and apply the SEN Code of Practice for Wales to meet the diverse needs of learners.
21. Have a knowledge of a range of strategies and know how to use them to promote good behaviour and create a purposeful learning environment.
24. Set challenging teaching and learning objectives that are guided by informed expectations of individual learners based on knowledge of the expected standards of the relevant age group and the range and content of work appropriate to learners in that age group.
25. Use teaching and learning objectives to plan lessons, and sequences of lessons, which clearly show how learners' knowledge, skills and understanding will be assessed.
26. Personalise learning in order to address individual needs including seeking the views of learners on what would help them achieve their potential.
27. Identify resources to support learning that will stimulate and motivate all learners to achieve desired outcomes.
33. Use a range of monitoring and assessment strategies, including both formative and summative assessment, to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
35. Use monitoring and assessment to identify and support learners including: those with additional learning needs; more able and talented learners; learners working below age-related expectations; learners failing to achieve their potential; and learners with behavioural, emotional and social difficulties.
36. Involve learners in target setting and in reflecting upon and evaluating their performance.
41. Teach the required and expected skills, knowledge and understanding relevant to the needs of the learner making appropriate use of relevant national guidance.

45. Employ appropriate teaching strategies which develop all learners' capacity to work collaboratively and independently.

**Leaders** (including Middle leaders, Senior leaders and Headteacher)

Leadership Standards outlines the statutory standards that all leaders are working strive to meet relation to Monitoring & Assessment. They are as follows:

9. Ensures that both school and classroom climates promote effective learning and teaching for all.

11. Places learning at the centre of strategic planning and resource management.

17. Organises and implements the curriculum so that it meets the requirements of the national curriculum in Wales.

18. Implements strategies to secure effective assessment procedures, including assessment for learning.