

**WEST HILL PRIMARY SCHOOL
POLICY FOR HOMEWORK-NOVEMBER 2016**

'Learning Today for the World of Tomorrow'

This policy has 'Safeguarding Children and Child Protection', the sentiments of 'Every Child Matters', the school's 'Healthy school', 'Investors in People Gold', 'Eco-School', 'Forest School' and 'Artsmark Gold' ethos', 'Excellence and Enjoyment' and the School's Mission Statement and Aims at its heart.

West Hill Primary School is a Co-operative Trust school having formed The SMILE Learning Trust in November 2013.

(Support, Motivate, Inspire, Learn Excel)

Our school ethos is based on 'Care', 'tolerance', 'trust' and 'respect' and on our SMILE Learning Trust Co-operative Values of: self-help, self-responsibility, democracy, equality, equity, solidarity. As Co-operative members, we believe in the ethical values of honesty, openness, social responsibility and caring for others,

AND

**British Values which are taught and promoted at West Hill Primary School
Respect (including respect for beliefs, faiths, cultures and the environment), Tolerance,
Democracy, The Rule of Law, Individual Liberty, Tradition and Heritage.**

Rationale

At West Hill Primary School, children come to school to learn and it is expected that they should work hard and do their best during their time at school. We believe that school learning is a three way partnership between pupils, parents/carers and the school and that homework is an integral part of that partnership. Homework reinforces the children's learning as well as developing their independent learning skills which are so important in our ever-changing world. Well-organised homework can play a vital role in raising standards of achievement, whilst also striking a balance with learning that takes place outside the school setting, such as personal hobbies, clubs, social and family activities.

The purpose of Homework

1. To extend opportunities for learning outside the normal school environment.
2. To encourage learning skills and to develop the confidence, self discipline and responsibility of independent study in preparation not only for the next stage of education but also for their journey as lifelong learners.
3. To develop an appreciation that learning can be enjoyed.
4. To consolidate, reinforce and extend skills and understanding.
5. To develop an effective partnership between the school and parents and other carers in promoting positive learning and positive attitudes to learning.

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6. To assist in the development of children's reading skills and to develop in them a love of books.
7. To assist in the development of children's computing and their use of these in all curriculum areas.
8. To enhance children's skills of enquiry.
9. To make the most of all kinds of learning resources in the home environment.

Features of Homework

Certain features should always be present. Homework should:

1. have a clear purpose to the pupil;
2. be accessible to all those for whom it is set; it must include clear instructions;
3. when assessed, provide feedback regarding the performance;
4. encourage the pupil to work independently of school;
5. be achievable by the designated deadline.

Homework that is set for pupils may support and complement the pupil's class work, may be extension work or may be additional pupil development work. The amount of homework pupils receive reflects the stage they have reached in their schooling and in their personal and academic development. Homework may include an English or Maths task, a piece of research work related to one of their projects or a piece of cross-curricular or problem solving work. Where possible and appropriate, children may be asked to use computing in their homework tasks.

We believe that homework is a very valuable enhancement to the children's learning. We do not believe that the time each child spends on homework should be prescribed. We do not expect family life to be disrupted through homework. However, we do expect children to have **done their best** with each piece of homework. Therefore, we leave the time spent on homework to the parent/carer's discretion according to the content of the piece of work set.

A detailed chart of the expectations in terms of task and time allocations for each Year Group can be found overleaf, and is sent out with the weekly newsletter and curriculum letters at the beginning of each year. Our 'Home and School Books', or your child's homework activity books, are used to keep a record of each homework task and may be used to record any relevant comments such as praise for excellent work or a note of difficulties encountered, to enable parents and teachers to work together.

Children will be expected to learn addition, subtraction, multiplication and division facts and will at the appropriate stage be given spellings to learn each week.

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At West Hill Primary School, we pride ourselves on the high standards of reading achieved by our children, and on the children's genuine love of reading which we would wish to encourage at all times. We greatly value the time spent on developing their reading at home. Therefore, children are encouraged to take home books to read and in this way parents can help to develop their children's reading. We emphasize that parents should both read to and with their children and should discuss books with their children. Learning to read is not something to be rushed and should not become a race through our reading schemes. Reading for meaning is an essential skill for lifelong learning: the journey through books should be savored, not hurried.

This Policy should be read in conjunction with West Hill Primary School's Policies for:

Safeguarding Children and Child Protection
Children in Care
Assessment, Recording and Reporting
All Curriculum Policies
Positive Behaviour and Discipline

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	English	Mathematics	Other
Reception Mrs. Powley/Miss Spence	Reading: sharing a book each evening with parents – children read it to teacher/helper next day 1. Words to practise reading and spelling. 2. (Summer Term) Word & sentence writing books	Weekly 'This week we have..' letters which include a 'You might like to.....' (maths based)	Occasional activities to support topic work.
Class 1 Mrs. Lane	Read to an adult every day at home. Talk about the story. Keywords: to read and spell (after Autumn half-term), including letter formation/ handwriting	Summer Term: Number activity given Friday, returned the following Friday.	Occasional activities to support topic work.
Class 2 Mrs. Hudson/Mrs. Bedford	Reading to and discussion of their reading with an adult, every night. Writing activity linked to class English lesson.	Activity sent home Friday to be returned Monday: activity sheet learning number facts maths game etc.	Occasionally work to finish or support a science, technology, geography or history activity
Class 3 Mr Joseph	Reading and discussing every night to an adult Spellings – given Friday, tested the following Thursday,	Learn number facts for 1 test (could be + - x ÷) : given Friday and tested Thursday. Mental arithmetic book given Friday for the following Thursday	Occasionally work to support a maths, science, geography or history topic
Class 4 Miss Kemp	Reading every night + discussing with adult. Spellings – differentiated groups – given Friday, tested the following Thursday.	Learn number facts for 1 test (could be + - x ÷) : given Friday and tested Thursday. Mental arithmetic book given Friday for the following Thursday	Occasionally work to finish or support a maths, science, history or geography activity. Optional 'research/investigation' question, given on Friday, discussed in class on Monday.
Class 5 Mrs. Harris/Mrs Donnithorne	Reading every night to include a good discussion at least once a week. All reading & discussions must be recorded in the Home & School Diary. Learn weekly spellings, set Thursday, tested following Thursday. Handwriting – copy spellings 5x, looking carefully at how the letters join. Weekly: 40 min writing task to be edited with adult before handing in, set Thursday, due in following Tuesday.	Mathematics exercises set on Tuesday, due in the following Tuesday. Learn multiplication facts independently for weekly timed table tests. Check the H & S Diary for details on which times tables to learn.	Occasionally work to finish or support a science, history or geography activity. Topic projects to develop independent study skills and time management.
Class 6 Mrs. Tovey/Mrs. Bennett	Reading every night, discussing the reading frequently. Spellings given Thursday, tested the following Thursday. Usually each week, one piece of written English/Topic work will be given to be passed in later: set Monday for the following Monday. Please read your child's Home & School Diary every night for possible details.	Mathematics set once per week. Learn multiplication facts independently. Mrs Tovey's and Mrs Bennett's Maths set:: Monday to Monday –autumn term (Mrs Tovey) Wednesday to Wednesday – spring/summer term (Mrs Bennett)	Sometimes individuals take work home to finish. Sometimes additional Maths to reinforce work done in class. Project in Spring/Summer Term: independent study.

Please read and sign your child's Home & School Diary **every night**, including at weekends, so that a record of all their reading, including at weekends, can be kept. In all classes, and sometimes in assemblies, children are encouraged to follow up school work at home.