



Ton-Yr-Ywen Primary School

POLICY FOR:

HOMEWORK

Happy Together- Learning for Life
Dysgu'n Hapus – A Dysgu Byw

TON-YR-YWEN PRIMARY SCHOOL

HOMework POLICY

What is homework?

Homework is anything that children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Rationale

Homework is a very important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide. Children benefit greatly therefore from the mutual support of parents and teachers encouraging them to learn both at home and at school. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Aims and Objectives

The aims and objectives of homework at Ton Yr Ywen are:

- To promote a partnership between home and school in supporting each child's learning.
- To enable classwork to concentrate on those activities requiring teacher presence.
- To encourage children to develop the practice of independent study.
- To encourage children to develop perseverance and self-discipline.
- To allow children time to practise, where needed, skills learned in the classroom.
- To help children develop good work habits for the future.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. Whilst homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Amounts and types of homework

Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. We set a variety of homework activities.

At Key Stage 2 we continue to give children the sort of homework activities outlined below, but we expect them to do more tasks independently.

The most valuable homework task any child can undertake is reading. After all, 'reading is to the mind, what exercise is to the body.' In the Foundation Phase, where we understand the importance of children becoming familiar with handling books, a system will be implemented which enables children to take reading books home. There will be a quarantine period of 72 hours before books leave school and when books are returned to school. In Y2 - 6 Bug Club is used which enables children to access reading books electronically at home. Teachers review Bug Club assessment data regularly.

- Every week from Year 2 upwards children are given a list of words to learn and a follow up spelling activity. Spelling is set on J2Blast (part of J2E on Hwb). Children will have the opportunity to practise their spelling words during the morning Guided Group Reading rotation. Spelling is checked using a formal spelling test in Year 2 and in Spelling and Grammar writing sessions in Years 3 to 6.
- In Years 3 to 6, one maths activity is set per maths group using the Active Learn Abacus Maths system (usually a game or video) and in Years 2 to 6 one maths activity per group is set using J2E. The activities set are directly linked to the learning that has taken place in class during the week.
- Occasionally children will be asked to undertake research linked to a class topic.
- Extra homework may be given to reinforce learning when it is felt that a child needs extra support or challenge.

Homework will not be formally marked by teachers, but each teacher will dedicate part of the next lesson following submission of homework to discussing the tasks set with pupils and looking at some model answers/responses. Teachers will not respond to comments using the J2e bubbles, but will give verbal feedback during the next lesson.

Inclusion and Homework

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

Use of ICT

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be

accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents or carers are advised always to supervise their child's access to the Internet.

The Role of Parents

Homework is a voluntary activity and no child is ever punished for being unable to complete a set task. However, we believe that parents have a vital role to play in their child's education and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work their child is doing.

If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher.

Monitoring the Effectiveness of this Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Headteacher and the nominated governor sub-committee and the necessary recommendations for improvement will be made to the Governors.

Equality Impact Assessment

This policy has had an initial equality impact assessment and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Headteacher:	Mr. D. Griffiths	Date:	21/5/21
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