



# **IPSWICH PREPARATORY SCHOOL**

## **Homework Policy**

### **(including EYFS)**

#### **Introduction**

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. Ipswich School acknowledges the importance of homework as part of the education our pupils receive and that staff and parents/carers are jointly responsible for this part of their education. Homework is regular and gradually increases in quantity as children move through the school.

#### **Aims and objectives**

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future.

#### **The purpose of homework**

The purpose of homework is to support pupils in their aim to achieve the highest possible standards. The School believes that homework is one of the main ways in which pupils can develop independence in their learning.

Homework should be completed within reasonable time parameters, according to year group. Pupils are not expected to exceed the recommended homework times and parents are encouraged to stop their children, as they feel necessary, if timescales have been greatly exceeded, however, the school accepts that some pupils will have a desire to take their learning further in certain curriculum areas and at certain points in their academic careers. Such independent research is encouraged and celebrated.

## **Types of homework**

We set a variety of homework activities. From reading and spellings practice, to discussions with friends and family to find out about a topic prior to studying it at school. Sometimes we ask children to find and collect things that we then use in lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library, and specifically directed websites on the Internet. In Upper Prep (Years 3-6) we also set homework as a means of helping the children to revise for examinations as well as to consolidate prior learning.

## **Homework content**

We increase the amount of homework that we give the children as they move through the school. We expect Lower Prep children (Years R-2) to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in Years 3 and 4 to spend approximately 30 minutes per night on homework and children in Years 5 and 6 to spend approximately 40 minutes per night. Children are expected to complete their homework promptly, but a minimum of two nights will be given for any piece of homework to allow children to continue with extracurricular activities and balance their homework timetable accordingly.

A homework timetable will be given to each child at the beginning of the Michaelmas term indicating when the homework will be set, and when it is due in. We give all the Upper Prep children a school diary where they or the teacher, teaching assistant (TA) or learning support assistant (LSA) records the homework, and where parents and teachers make any relevant comments.

Children in Upper Prep are encouraged to record their daily reading in their homework diaries; children in Lower Prep have a separate reading record for their reading at home with parents.

### **Reception, Year 1 and 2 (maximum 15 minutes each day)**

- reading/phonics activities with an adult on a daily basis
- spellings related to RWI work
- follow up sheets for Maths (Year 2 only, no more than 20 minutes)
- occasional background research into current topics
- occasional handwriting sheet
- alternate weekend Maths and English (Year 1 Summer term)

### **Year 3 and 4 (maximum 30 minutes each day)**

- reading on a daily basis (minimum of 10 minutes per night)
- reading with, or sharing a book with an adult at least twice a week, or more as appropriate
- Maths homework (20 minutes)
- English homework (20 minutes)
- Occasional Science homework
- learning weekly spellings
- learning times tables

### **Years 5 and 6 (maximum 40 minutes each day)**

- reading on a daily basis (minimum of 10 minutes per night)
- reading with, or sharing text with an adult at least once week, or more as appropriate
- learning weekly spellings
- Maths homework (20-30 minutes)
- English homework (20-30 minutes)
- Occasional Science homework
- Occasional History/Geography homework
- learning times tables
- Occasionally class work may be asked to be completed as homework

### **Pupils with Special Educational Needs and/or Disabilities (SEND)**

We set homework for all children as a normal part of school life. Through effective differentiation, we ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Individual homework or activities may occasionally be set to support children with their learning.

### **The role of parents**

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 that their child is doing.

We ask parents to check the home/school diary regularly and to sign it as requested. Parents are encouraged to comment in their child's home/school diary if their child has had difficulties with their homework. Should a parent have a query or a problem, they are also encouraged to write a note in their child's home/school diary. Teachers will also often write in a child's diary should they need to remember something, or to send a message home.

If parents have any problems or questions about homework which cannot be communicated through the home/school diary, they should contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher or Director of Studies.

At the beginning of each academic year parents are invited to an open evening which sets out the curriculum expectations for the year. Homework (and reading requirements) forms part of the agenda for this meeting.

### **Expectations and responsibilities**

*Pupils are expected to:*

- listen carefully to instructions given about homework and fill in their homework diaries accordingly
- complete their homework to the best of their ability
- take pride in the work they complete
- hand their homework in on time
- take their homework diaries to all lessons

*Parents are encouraged to:*

- provide a suitable place for pupils to work
- agree a suitable time with their child
- provide the necessary equipment
- take an active interest in, and actively support if necessary, the work set, whilst ensuring that in the main it is the child's work
- support reading development by listening to their children read, reading to their children and discussing texts with their children
- help ensure work is handed in on time
- sign homework diaries on a weekly basis
- sign reading records regularly, as agreed with form teachers
- feedback to teachers about adult intervention and time taken if necessary

*Teachers are expected to:*

- set tasks appropriate to the needs and abilities of the pupils
- provide sufficient information so that pupils and parents/carers know what is required
- make timescales for completion and submission explicit
- mark homework and give feedback as appropriate
- celebrate effort and achievement in homework tasks

*Form teachers are expected to:*

- sign and check homework diaries on a weekly basis
- monitor reading records and spelling homework as appropriate

### **Illness**

When pupils are ill, they are not always expected to catch up any homework missed. However, if a child suffers from an ongoing illness either the school or the parents may choose to instigate work arrangements such that the pupil does not miss vital parts of the curriculum. If a child misses a lesson due to a Music commitment, it is their responsibility to find out what the homework is and ensure it is completed.

### **Unsatisfactory homework**

If a child's homework is deemed unsatisfactory or they simply fail to complete it, they may be asked to do it at a convenient break time, or they may be asked to re-do it at home as extra homework. If a child consistently fails to hand in their homework, further action will be taken in partnership with parents.

### **Holiday Homework**

Holiday homework is not normally set for children, however, there may be occasions where pupils are given holiday work according to their Individual Education Plan or individual needs. Parents and carers are asked to encourage their children to keep reading over the holidays.

### **Provision**

Most pupils undertake homework at home with their parents/carers. For pupils who use the 'Late Stay' facility, a quiet working area, with limited access to computers is provided. Pupils complete their homework independently in this instance and parents are asked to ensure that this homework has been completed and sign the homework diary accordingly. For pupils who travel home by bus, there will be the opportunity for children to complete part of their homework in the 'bus room' before getting on their bus home.

## **Monitoring and Evaluation**

Teachers monitor the quality of the work completed for homework and evaluate its effect on pupil progress, self-esteem and motivation.

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