

**SINGLETON C.E. PRIMARY  
SCHOOL**

**HOMEWORK POLICY**

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## HOMEWORK POLICY

This policy was last reviewed in March 2014 and will be reviewed in accordance with the review schedule set out in the School Development Plan.

### The Purpose of Homework

- to consolidate and reinforce skills and understanding, particularly in literacy and numeracy.
- to encourage pupils as they get older to develop the confidence, independence and self discipline needed to study on their own, and, in Year 6, prepare them for the requirements of secondary school.
- to provide opportunities for parents, pupils and school to work in partnership.
- to provide opportunities for parents and pupils to work together to enjoy learning experiences.
- to extend the learning experiences offered to pupils.
- to ensure parents have a clearer understanding about our expectations for pupils.

In accordance with our status as a Rights Respecting School we believe that Rights 28 & 29 from the UNCRC apply to homework, namely:

Article 28

Children have the right to a good quality education.

Article 29

Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

In primary schools the purposes of homework change as children get older.

For children in the Infants, the main purpose is to develop a partnership with parents and to involve them in their child's learning.

The reading diary is a key link in the first three years.

As children get older homework should provide them with an opportunity to develop the skills of independent learning, and increasingly this should become the main purpose of homework. It is important that children should gradually acquire the habit of devoting regular periods of time, which may not be long, to study on their own. By the time children reach the end of Year 6, their attitude to homework and the amount of time spent on it, should help make their transition to secondary school as smooth as possible.

## The Type and Amount of Homework

As a general rule, at Singleton School, we believe that children in primary school should not spend more than 30 minutes per day on 'homework.'

Homework does not just mean formal exercises carried out by children without help from adults. Particularly in the case of younger children, it is the involvement of parents in joint activities, which can be very brief, which is most valuable in promoting children's learning.

### **Regular reading is vital.**

For infant children, homework will very largely consist of regular reading with parents, looking at books together.

**Reading practice and listening to others read then continues to be essential right through the primary school.**

All primary school children should either read to their parents, listen to them reading or, if they are fluent readers, read on their own for at least ten to twenty minutes a day. Whether the child reads to the adult, or the adult reads to the child, or the child and adult take it in turns to read, depends on the child's age, ability, and degree of tiredness.

Other literacy related homework may include learning spellings.

In numeracy, number games and tasks may be set as well as more formal exercises for older children.

In addition to these regular activities, junior children may be given homework of other kinds and might include: finding information or artefacts for topic work, preparing presentations and more traditional written tasks. These are recorded in the pupil planners.

The suggested time allocation is:

Infants	1 hour per week
Years 3 & 4	1 hour 30 minutes per week
Years 5 & 6	30 minutes per day

## The role of parents in supporting pupils

As required teachers will advise parents how best to support their children with homework tasks (eg. through discussions at parents evening.)

Where parents have carried out activities with children, teachers will be interested in feedback from them, both on how well the children did the activities and on whether the activities were interesting / too easy / too hard, etc.