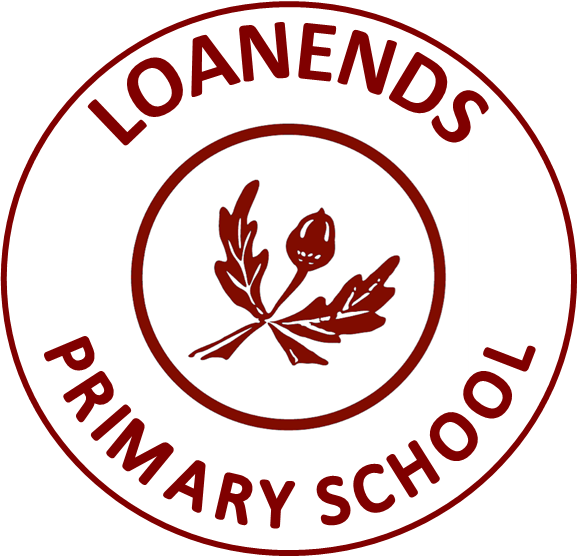
**LOANENDS PRIMARY SCHOOL**

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**Homework Policy**

|  |  |  |
| --- | --- | --- |
| **Date of Rewrite**  **of Policy** |  | **PRINCIPAL** |
| **Date of Governor**  **Ratification of Policy** |  | **CHAIR OF BoG** |
| **Review Date**  **of Policy** |  |  |
| **Person (s) Responsible for review and update of Policy** |  |  |

1. **Rationale:**

In Loanends Primary School we believe there is value in the setting of homework. In Primary School we believe the purpose of homework changes over time. For younger pupils, developing a partnership with parents/carers and involving them in children’s learning is the key purpose. As pupils progress through the school, homework provides an opportunity for children to develop skills of independent learning. Homework is seen as an extension of the work done in school, a reinforcement of class learning and an opportunity for children to share their learning, skills and knowledge with their parents or carers.

Homework develops good study habits, self-discipline and further develops a conscientious attitude towards learning. Of course we are also mindful that time spent on homework should be balanced against personal recreational activities, hobbies and interests.

Homework does not necessarily need to be a written activity. We regard homework as any task or activity, set by teachers, which a pupil is required to do outside of normal school time.

1. **Aims of Homework:**

* To ensure a whole school approach to homework and make it manageable for all concerned;
* To consolidate work covered in class;
* To develop home-school links;
* To encourage skills and attitudes which help children improve their educational performance;
* To provide pupils with opportunities to learn independently and
* To provide parents with an insight into topics covered in school.

In the September Induction Meetings, parents are advised by the class teacher of the type and nature of homework for each individual class, how it is organised and general expectations of pupils and parents as homework is completed. We are greatly appreciative of the interest and support given by parents which underlines the value we all place on pupils’ learning.

1. **Roles and Responsibilities:**

**Role of the Teacher is to:**

* Provide homework commensurate with the pupils’ age and ability;
* Mark homework set in a timely manner and provide feedback in line with the School’s Marking Policy;
* Make instructions clear and ensure that pupils are given direction regarding the nature and expectations of the task;
* Address ongoing problems regarding the completion or quality of homework directly with parents or carers and
* Use agreed reward systems to encourage and motivate pupils. **Appendix 2 for KST2.**

**Role of Parent/Carer is to:**

* Support, supervise and sign homework;
* Praise and encourage pupils as they complete homework;
* Encourage children to persevere with a task;
* Provide the appropriate amount of time each evening for the completion of homework activities;
* Provide a quiet uninterrupted place for pupils to complete tasks;
* Keeping school informed of any changes in the pupil’s home circumstances which may affect learning and
* Contact the class teacher regarding any persistent problems or concerns.

**Role of the Learner is to:**

* Take homework seriously;
* Accept that homework is part of school life;
* Complete the tasks set to a high standard;
* Ask for help or further explanation if unsure of what is required and
* Hand work in the following morning or at another agreed deadline.

**Role of the School/Coordinators:**

* Implement the Homework Policy and ensure that there is a consistent approach;
* Monitor and evaluate homework set and standards achieved as part of the School’s embedded monitoring and evaluating procedures and
* Review the Policy on a regular basis.

1. **Pupils with SEN or Additional Needs:**

We set homework for all pupils as part of everyday school life. We will endeavour to ensure that all tasks are suitable to the ability of the child. If a pupil has special or additional needs, we will endeavour to adapt the task so that all children can be included and contribute in a positive and meaningful way.

1. **Procedure For Dealing With No Homework or Unsatisfactory Homework:**

**Stage 1:** If a pupil fails to produce homework on the day required without a note from the parent or carer, the teacher will ask the pupil to submit the homework on the following day.

**Stage 2:** If a pupil fails to bring in the “forgotten” homework the next day, then the teacher will send a note home to the parent indicating that the homework has not been completed/handed in.

**Stage 3:** If a pupil fails to submit the homework, the teacher will phone the parent/carer to make them aware of the situation and discuss a way forward. The teacher will make a note of this discussion.

**Stage 4**: For pupils who regularly fail to produce homework or submit a poor standard of work, then the Head of Key Stage, along with the class teacher will prepare a homework record sheet. This sheet will be sent home at the end of each week for the parent or carers signature.

**Stage 5:** If the record sheet is unsuccessful, then the matter will be referred to the Principal for further consideration and action such as the removal of privileges.

**Homework Rewards:**

As a school we want to acknowledge and reward pupils who consistently “try hard” with homeworks or who produce them to a high standard. In Primary 4, rewards are normally given in the form of “Golden Time Minutes.” On occasion a teacher or the Principal may choose homework as the “Pupil of the Week” prize or Golden Voucher.

Key Stage 2 has also developed a specific homework reward system, “Bowled Over,” details of which are noted in Appendix 2.

**Policy Review:**

This policy will be kept under regular review taking in to account the views of the relevant stakeholders.

| Class | Reading | Spellings | Literacy | Numeracy | Other | Time Required |
| --- | --- | --- | --- | --- | --- | --- |
| P.1 | 4 nights  + Library Book | Letter cards (JP) | 2 Practical Activities  HF Words introduced throughout each Book Level (1-16)-Assessed at the end of a Level. | 2 Practical Activ ities | Regular Physical Challenge related to PE | 20-30 mins  (from Hallowe’en Term 1) |
| P.2 | 4 nights  + Library Book | From Term 3  Max 4 per night | 2 Written  HF Words introduced throughout each Book Level (1-16)-Assessed at the end of a Level. | 2 Written | - | 20-30 mins  Spellings from Week 2 Term 3. |
| P.3 | 4 nights  + Library Book | Mon-Weds  Revised on Thurs for Fri Test  (10 Spellings) | 2 +1 Written  (Alternate Weeks)  HF Words introduced throughout each Book Level (1-16)-Assessed at the end of a Level. | 1 + 2 Written | Tables (From Hallowe’en)  (Literacy Support Children have HF words to learn) | 30 mins  Spellings from Week 2 Term 1. |
| P.4 | 4 nights  + Library Book | Mon-Weds Learning  Revised on Thurs for Fri Test  (15 Spellings per week) | 2 +1 Written  (Alternate Weeks) | 1 + 2 Written | Tables  (Multiplication Tables for Class group). Number Bonds for remaining group | 45 mins |
| P.5 | 4 nights  + Library Book | Mon Written Spelling Activity  Tues-learn 1st half of list, Wed learn 2nd half of list  Thurs revise entire list for Fri Friday test  (10/16 words per week) | 2 Written | 1 Tables  1 Numeracy Written | Tables | 45 mins |
| P.6 | 4 nights  + Library Book | Mon Written Spelling Activity  Tues-learn 1st half of list, Wed learn 2nd half of list  Thurs revise entire list for Friday test  (10/16 words per week) | 2 Written | 2 Written | Tables or Mental Arithmetic | 45 mins |
| P.7 | Reading set for the week on a Mon, time managed independently.  SEN nightly reading. | Mon Written Spelling Activity  Tues-learn 1st half of list, Wed learn 2nd half of list  Thurs revise entire list for Friday test  (10/16 words per week) | 2 Written | 2 Written | Times Tables/  Mental Maths | 50 mins |

* *Homework will not be given in advance to pupils who are taken on family holidays during school time.*

**Homework Guide-Type, Frequency and Expected Time to Complete:**

**Appendix 1**

* *On occasions teachers may also set a “project type” homework which will be completed over a longer period of time.*

**Appendix 2**

**Bowled Over By**

**Your Homework**

In Key Stage 2, some written homework assigned for Monday to Thursday will be marked using a strategy that will develop and reward pupils’ efforts and promote responsibility. If a pupil meets all the criteria listed below (relevant to the homework in question), they will be awarded a ‘strike’. Once they have attained 10 strikes, they will be rewarded with a homework pass allowing them to enjoy one night with no written homework, to be used at a time that is mutually agreeable to the pupil and teacher. Criteria are as follows:

* Name of pupil on worksheet (if applicable)
* Date on which homework is completed at top of page
* Title of homework at top of page
* Neat presentation (handwriting/layout)
* Exercises are completed fully
* Signed by parent/guardian

The emphasis is on the effort and not the outcome, thus a pupil will not be disadvantaged for having the wrong answer. It is the pupil’s responsibility to ensure that all the criteria listed above are met, otherwise a strike will not be awarded.

** Appendix 3**

**Reading Prompt Card**

**If the Reader is stuck on a *difficult or tricky* word or name, tell it.**

**The following are prompts that will encourage the Reader to work out a word and develop greater independence.**

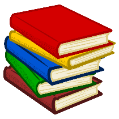
To use at the early stages of reading when a child is pointing to words and words are inserted or omitted.

* Did you run out of words?
* Were there enough words?
* Point to each one.

To encourage working out of words.

* Look at the picture.
* Get your mouth ready for the first sound.
* You said……..Does that make sense?
* What letters would you expect to see?
* You said ….Can we say it that way?
* Check it! Does it look right and sound right to you?
* You made a mistake on that page. Can you find it?
* Try that again.
* What’s wrong with this?
* What could you try?
* How did you know?

 **Appendix 4**

**Book Box Reading**

***Tonight your child has chosen a book from their Book Box to read. This is a familiar book that he/she will use to practice reading skills.***

**Please assist by:**

* Asking why the book was chosen. Is there something that is good/fun/enjoyable?
* Reread the blurb and discuss author/illustrator.
* Monitoring the reading closely and prompting appropriately if mistakes are made.
  + Did that look right and sound right?
  + You made a mistake. Can you find it?
  + You worked that word out all by yourself. How did you know?
  + I love the way you used the punctuation!
  + That was great expression.
* After reading, develop comprehension by asking questions that require thinking skills being used.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level  1**  **Levelled Sight Vocabulary** | | **Level  2** | | | **Level  3** | | **Level  4** | | **Level  5**  **Appendix 5** | | | **Level  6** | | |
| A | | it | | | he | | eat | | ask | | | dog | | |
| a | | and | | | He | | play | | but | | | made | | |
| I | | at | | | was | | saw | | all | | | now | | |
| in | | you | | | said | | yes | | for | | | off | | |
| is | | an | | | not | | come | | on | | | what | | |
| the | | An | | | big | | me | | get | | | will | | |
| The | | can | | | into | | no | | down | | | him | | |
| Here | | look | | | see | | to | | have | | | his | | |
| here | | Look | | | she | | too | | has | | | with | | |
| like | | We | | | This | | over | | want | | | her | | |
| My | | Of | | | this | | are | | some | | | little | | |
| my | | if | | | up | | had | | went | | | out | | |
| **Level 7** | **Level  8** | | | **Level  9** | | | | **Level 10** | | **Level 11**  **Appendix 5** | | | **Level 12** | |
| best | fast | | | father | | | | don’t | | bird | | | day | |
| got | five | | | mother | | | | fly | | fell | | | may | |
| home | four | | | gave | | | | girl | | find | | | found | |
| put | let | | | give | | | | going | | good | | | green | |
| sat | man | | | men | | | | jump | | keep | | | live | |
| new | say | | | red | | | | run | | school | | | tell | |
| one | sit | | | take | | | | time | | call | | | three | |
| came | too | | | that | | | | back | | from | | | us | |
| did | or | | | they | | | | before | | do | | | why | |
| more | them | | | were | | | | by | | who | | | first | |
| make | there | | | when | | | | just | | much | | | other | |
| old | where | | | then | | | | your | | most | | | well | |
| **Level  13** | | | **Level  14** | | | **Level  15**  **Appendix 5** | | | | | **Level  16** | | |
| again | | | after | | | boy | | | | | any | | |
| every | | | black | | | away | | | | | bring | | |
| hand | | | blue | | | last | | | | | left | | |
| head | | | how | | | never | | | | | once | | |
| long | | | many | | | next | | | | | own | | |
| stop | | | room | | | open | | | | | read | | |
| than | | | sing | | | could | | | | | round | | |
| very | | | soon | | | should | | | | | walk | | |
| under | | | thing | | | would | | | | | woman | | |
| wish | | | work | | | these | | | | | white | | |
| year | | | right | | | think | | | | | always | | |
| their | | | which | | | another | | | | | because | | |

**Homework Record Sheet – Sample**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Homework Record Form** | **Week Commencing:** |  | | **Name:** |  |
|  | **Spellings** | **Tables/Mental Maths** | | **Lit/Numeracy** | **Reading** |
| **Monday** |  |  | |  |  |
| **Tuesday** |  |  | |  |  |
| **Wednesday** |  |  | |  |  |
| **Thursday** |  |  | |  |  |
| **Further Comments:** | | | | | |
| **Signed:** | | | **Date:** | | |

***Please sign and return to the class teacher.***