

March 2003

# **FELLSIDE COMMUNITY PRIMARY SCHOOL**

## **HOMEWORK POLICY**

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### **Mission Statement**

*We provide an inspiring, caring environment, in which we are all challenged to maximise our potential.*

### **Equal Opportunity**

Fellside Community Primary School supports the principles of Equal Opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability or social circumstances. This policy extends to pupils and staff. We believe that every pupil is of equal value and has the right to equal educational opportunities. To that end positive action will be taken to ensure that all available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

### **Rationale**

The benefits of homework:

- an effective partnership between home and school is developed to pursue to aims of the school, underpinning home-school agreements;
- consolidation and reinforcement of skills and understanding particularly in literacy and numeracy;
- extending school learning;
- promoting family learning activities and the provision of quality time for parents and children;
- parents become more knowledgeable about the school curriculum;
- parents are involved in the assessment of children's progress. They have an appreciation of their children's true strengths and weaknesses. This helps to overcome any mismatch of perceptions between home and school;
- encouraging confidence, self discipline and independence. In older children preparing for the requirements of secondary school;
- raising standards. When the work at school is reinforced at home there is the potential to raise standards further;

While recognising these benefits we are aware that:

- a substantial number of pupils are engaged in worthwhile pursuits out of school hours eg. beavers, cubs, brownies, guides, swimming, gymnastics and football;
- attendance at such clubs affords the child a number of opportunities eg. developing new friends and social skills;
- children should have the opportunity of making choices about what they prefer to do in their leisure time;
- while there will be equality of opportunity in the school's provision of homework, not all children will experience equal support at home;

### **Guidelines**

Homework set will be of clear value to the pupil. It will take into account the pupil's age and ability. We are aware that most pupils in this school will have the support of interested parents / carers, but not all.

## Homework Guidance

Year	Homework	DfE Recommendation*
N	Library books with home/school library record every Friday	No time specified
R	Home reading books weekly Key words and/or sounds weekly	No time specified
1	Individual reading books once or twice weekly 5 words to learn to read 5 words to learn to spell <u>Abacus Homework 1</u> – 1 task – when appropriate E.L.S. Homework	1 hr / week
2	Extended sentences x 5 <b>or</b> (1 writing task nearer SATs) <b>or</b> 1 or 2 tasks from <u>Abacus Homework 2</u> (related to weeks work in numeracy for consolidation/extending 10 weekly spellings for test on Friday and individual reading	1 hr / week
3	Individual reading books – once a week but some children twice 10 spellings for most of class – (less for SEN) with sentence construction linked Tables Usually another activity – Maths/English/Drawing – given Friday for Tuesday	1 hr 30 mins / week
4	Reading books Research Library books Spelling Tables	1 hr 30 mins / week
5	Spellings – Monday for Monday Homework issued Tuesday for Tuesday return – 40 mins average Homework issued Thursday for Tuesday return – 15 – 30 mins	30 mins / day
6	Library books Reading books Differentiated spellings and tables (All throughout year) Written – Maths/English/Research once a week Autumn term & after SATs (1 hr+) Written – Maths/English/Research/Science – twice a week until SATs (2 hrs+)	30 mins / day

\* Not a statutory requirement