



## **Rosh Pinah Primary School Homework Policy**

### **Introduction**

Homework gives children the opportunity to practise and reinforce tasks done in school and helps them work towards improving key skills. It also helps children to become confident and independent in their learning.

### **Definition**

Homework is defined as being any work or activity that pupils are asked to undertake outside of school hours, either independently or in conjunction with a parent/carer.

### **Aims**

The main purposes of homework are:

- To consolidate skills and understanding
- To extend school learning beyond the classroom, for example, through reading and research
- To develop an effective partnership with parents/carers in pursuing the aims of the school
- To ensure parents/carers have a clear understanding about expectations from themselves and the pupil
- To encourage pupils to develop the organisational skills and self-discipline in a different setting
- To ensure the needs of the individual pupil are taken into account
- To provide opportunities for parents/carers, pupils and school to work in partnership
- To encourage children to develop long-term strategies for future needs

Homework activities are related to the work the child is doing at school and may include:

- Reading with parents/carers
- Games or activities to practise Literacy, Maths, Jewish Studies or other skills
- Preparing a presentation to the class
- Finding out information
- Designing or making something
- Trying out a simple scientific problem
- Completing Literacy, Maths, Jewish Studies or other work

### **The Responsibilities of Teachers**

- To ensure that homework is set regularly and in accordance with this policy
- To ensure that the tasks match the abilities of the pupils including those pupils with special educational needs and higher ability
- To ensure that the arrangements for setting and returning homework are explained at the beginning of the academic year

- To ensure (Juniors only) that children write clear instructions in their homework diary and children and parents can note success and record any problems encountered
- To provide pupils with acknowledgement of work completed and to use homework diaries to provide feedback to parents as appropriate
- To monitor the impact of homework upon the standards of children's levels of attainment

To ensure that pupils take increasing responsibility for their own learning and the completion of work, the following procedures will be put into place:

If a note is received from the parent explaining the lack of homework undertaken by the child for example, due to illness, then this is perfectly acceptable. However, if your child has not handed in a piece of work or has obviously not learnt what was asked for by the agreed day:

- The class teacher will speak with the child
- The class teacher will speak with the parent/carer or write in the homework diary for the attention of the parent
- Appropriate action will be taken on a case by case basis

Usually homework will follow the same weekly pattern but the diary (Juniors only) should be checked in case extra homework has been given that is related to a particular topic. Homework will not be set during the Chaggim.

## Homework Guidelines

### Reception

- Reading to your child/listening to your child read
- Phonics
- Maths
- Finding out information
- Jewish Studies weekly – discussing Parasha and practising Hebrew reading

### Years 1-4

- All pupils are expected to read daily
- All classes receive three pieces of homework weekly. English (may include spelling), Maths and Jewish Studies. Homework in English or Maths may be substituted by another National Curriculum Subject

### Years 5-6

- All pupils are expected to read daily
- All classes receive four pieces of homework weekly. English (may include spelling), Maths, Science and Jewish Studies. Homework in English or Maths may be substituted by another National Curriculum Subject

<b>Expected time per day</b>	
Reception	Approximately 10 minutes daily
Year 1	Approximately 15 minutes daily in addition to daily reading
Year 2	Approximately 25 minutes daily in addition to daily reading

Year 3	Approximately 30 minutes daily in addition to daily reading
Year 4	Approximately 35 minutes daily in addition to daily reading
Year 5	Approximately 40 minutes daily in addition to daily reading Pupils may be required to do more at times in order to develop deeper knowledge and research skills particularly in topic work
Year 6	Approximately 45 minutes daily in addition to daily reading Pupils may be required to do more at times in order to develop deeper knowledge and research skills particularly in topic work

## **The Responsibilities of Parents and Carers**

The Home School Agreement outlines the expectation that parents will support their children with the completion of their homework tasks. To fulfil this role, it is expected that parents will:

- Create a suitable time and place for homework
- Provide the adult support necessary to complete the task, for example, listening to reading, checking spellings, playing a maths game, whilst encouraging independent learning
- Make it clear to the child that they value the homework activities set by the teacher
- Encourage the child and praise them when the tasks are completed
- Assist the child with the organisational skills required to ensure that homework is brought home and returned to school on time
- Sign and complete homework diaries and reading diaries
- Write a brief note in the diary to the teacher if the child has not managed to complete the homework during the recommended time given and sign it off

## **Responsibilities of Children**

- To complete and return homework on time
- To undertake homework when a parent/carer asks
- To accept responsibility for the completion of their homework
- To use the appropriate writing media - a sharp pencil, a recommended handwriting pen for example Berol, a biro or computer where appropriate (not a felt tip, gel pen, etc)
- To be responsible for handing in homework to the teacher

## **Inclusion**

This policy like all our policies recognises the right of all children to be included in all aspects of the curriculum and to have their progress assessed. Since all classes contain pupils whose abilities cover a wide range, teachers must make every effort to promote inclusion of all pupils by using appropriate class management and assessment strategies and collaborative teamwork with other members of staff. All planning should allow for differentiation of tasks so that they are suitable for all levels of ability in the class.

We aim to ensure that we promote the inclusion of all members of the school including children, parents, staff, governors and the local community in accordance with Orthodox Jewish practice. Our framework is based on suitable learning challenges, responding to each pupil's diverse learning needs and overcoming potential barriers to learning so that all stakeholders in all areas of school life can participate as fully as possible.

## **Review Procedure**

First created: September 2008

Updated: January / February 2011

Ratified by Governors March 2011

This policy is to be reviewed 2014

Rewritten September 2014

Ratified by Governors October 2014

Updated December 2018