

**WHIRLEY PRIMARY SCHOOL
INFORMATION FOR PARENTS/CARERS ON
HOMEWORK**

In Whirley Primary School we believe that learning needs a three-way partnership between the child, their parents/carers and school. Unless all three partners are actively involved in a child's education the learning outcomes may be less than everyone would want. Our homework policy aims to reinforce this partnership by ensuring each partner knows and understands their role in a child's learning.

Homework has many purposes, these vary according to age, ability and the educational sector the child is in.

In Infants we aim to:

- Develop and consolidate our home-school partnership.
- Give the children as many opportunities as possible to practice and reinforce the key skills of reading, writing, spelling and number work.
- Exploit home learning situations that are not available in school e.g. helping with shopping lists etc.

In Juniors, in addition to the aims of the Infants, we aim to:

- Develop skills, knowledge, understanding and independent learning.
- Encourage confidence and develop self-discipline in preparation for high school.
- Extend school learning.

Knowing what is happening is vital. Parents/carers, children and school are only as good as the information each receives and so every child has a method of two-way communication that all three partners can use to keep the others informed of expectations, achievements, deadlines etc. This takes the form of a reading diary in Infants and a homework diary in the Juniors. Homework should be a positive experience, praise and encouragement are needed on a regular basis.

Although all homework takes some time, it must be remembered that it is not the amount of time spent on an activity that is important but the quality of that activity. Some recommended times are given below.

The suggested amount of homework (Based on DfES guidelines)

Reception	Up to 1 hour per week
Year 1 / 2	1 hour per week
Year 3 / 4	1.5 hours per week
Year 5 / 6	2.5 hours per week

In Whirley Primary School we value a child's life out of school and consider these times to be the maximum that any child should be expected to do, *including* any daily reading of school, home or library books. We would hope that parents/carers and children would aim for a manageable quality experience that does not need the clock to judge its worth. Teachers are not able to set homework to fit a rigid timetable. There should be flexibility from all partners.

Role of Parents/Carers

Parents/Carers should:

- Provide a suitable place for doing homework and if appropriate take the opportunity for 'quality time' with your child.
- Try to hear your child read or ensure your child reads to themselves daily (any reading is good but please do not give your child copies of our reading scheme books that you obtain from the library).
- Make it clear to the children that parents/carers value homework and support the school by explaining how it can help the child to make progress.
- Offer appropriate support (in line with school methods if possible).
- Expect deadlines to be met and check they are.
- Write comments, where appropriate, in the reading/homework diary.
- Sign the reading/homework diary (weekly) to acknowledge they have seen the completed homework.
- Give praise for the completion of the homework.

Role of Children

Children should:

- Let parents/carers know what their homework is (parents/carers of younger children may need to look in the reading/homework diary for this information).
- Do their homework in the way asked for and when asked for.
- Show parents/carers their completed homework and ask them to sign their reading/homework diary.
- Keep parents/carers and teachers informed of any problems they experience with homework.

Role of School

School should:

- Set homework for children: In Infants this will be reading/phonics, spelling and number work (where appropriate).
- In Juniors this will be reading (daily), spelling (weekly), mental mathematics (weekly), tables (when appropriate until known), other homework (when appropriate).
- Mark, go through or review/revise tasks set, as required.
- Use homework in a positive way to support, extend or consolidate learning (although if unusually slow work is carried out in school a task may need to be completed at home).
- Not set homework when parents take children out of school for family holidays in term-time or for short-term illness.
- Encourage the development of the skill of independent learning in preparation for High School.

Conclusion

Homework is to support learning and this, by its very nature, varies from child to child and from year to year. As with most things, a common sense approach is best. Please remember, school has an 'open door' policy, communication with the class teacher via the reading/homework diary or in person, after school if possible, can resolve any problems before they become a worry.

Thank you for your support.