



Homework Policy

Introduction

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

Rationale for homework

Homework is a very important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development especially in the primary department. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;



- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

Types of homework

Staff and pupils regard homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.

We set a variety of homework activities within the Infant department, the organization of which is outlined below.

Foundation Stage.

The children start to take a book home from school to share at home with parents. Children continue to take books home to share until the child is ready to start on the Reading Scheme Books (Usually term 2 of Reception) Every week children take the letter sound home that they have been learning to reinforce at home. To support the children's reading children take home accompanying vocabulary lists of high frequency words and activities to practice the letter formation.

Year 1.

The children continue with the reading scheme taking 2 books home every week to read at home. Spellings are sent home weekly to learn. Spanish homework (a simple sheet) is also given weekly (at the weekends). No set Maths homework is given, but parents are encouraged to play Maths games at home and to undertake some practical Maths activities. A handwriting booklet is sent home periodically for the children to practise and reinforce their handwriting at home.

Year 2.

Again, reading books are sent home weekly. Occasionally, a book review is given, again based on one of the books that the children have read. Where possible a weekly library book is also taken home. Spellings continue to be sent home.

Maths homework is given every 2 weeks (at the week-end). Spanish homework is given every week (at the weekend). After Christmas the children are also given a Spanish book to read at home every 2 weeks.



We give guidance to parents on achieving the maximum benefit from this time spent reading or working with their child at home. (See booklets) Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons.

At Key Stage 2 we continue to give children the sort of homework activities outlined above, but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home.

At Key Stage 2, we also set homework as a means of helping the children to revise for examinations, as well as to ensure that prior learning has been understood. Sometimes we ask children to talk about a topic at home prior to studying it in school. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take homework that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use the internet.

Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

Amount of homework

As they move through the school, we increase the amount of homework that we give the children. However, we are conscious of the fact that the children have a long day at school and for those children travelling by school bus or who have after school activities may not arrive home till after six o'clock.

Inclusion and homework

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way.



The role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, and by discussing the work that their child is doing.

If parents have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Head of Department. Guidelines are provided in the Parents' Booklets given to parents at the beginning of every school year.

Use of ICT

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many websites containing highly educational material, which can have a powerful effect on children's learning. Recommended sites that will best support the children's learning are provided for parents. Parents are advised always to supervise their child's access to the Internet.

Monitoring and review

At King's Infant School we review the homework set regularly to ensure it is appropriate to the needs of our pupils and their learning. We adapt the homework to reflect the needs and interests of the pupils.

Created and Reviewed by :	Policy Category:
Kirsty Sharp September 2016	
Approved by :	Next Review: August 2017
Elena Benito	
Approved by KGB	Next Review:



King's Infant School
The British School of Madrid

chamartin