



Lytchett Matravers Primary School

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Homework			V1.2
	Date	Name	Notes
Drafted	22 nd Jun 2009	D.Robinson	
Adopted	4 th Nov 2009	Curriculum	
Reviewed	13 th Mar 2012	Curriculum	Reviewed and adopted amended policy v1.1
Reviewed	12 th Mar 2015	Curriculum	
Reviewed	10 th Jan 2018	Curriculum	
Rewritten	6 th Sept 2023	Whole School	Following consultation with staff, pupils and parents
This policy will be reviewed every 3 years			

Homework is defined as:

Work which is done outside the timetabled curriculum, but not necessarily at home. For children who have difficulty working at home opportunities are provided at school for them to complete homework.

Homework is also defined as work that has an element of independent study that is not directly supervised or controlled by the teacher. However, parents are encouraged to support their children in the completion of homework tasks.

Aims of Homework

- To support learning that takes place in timetabled lessons, broaden children's outlook and extend their experiences.
- To help ensure appropriate coverage of the curriculum.
- To prepare children for some of the requirements they will face when transferring to the upper school.
- To enable children to develop study skills and initiative, and become used to organising and completing work to a given deadline.
- To provide opportunities for parents to share in their children's learning.
- To provide opportunities to work together on school based activities.



Why set homework?

We believe that homework is important because it helps children to:

- Complete or consolidate work done in the classroom, pursue their own lines of enquiry or prepare work for a future lesson.
- Develop responsibility for their own learning.
- Learn how to work independently.
- Cover more ground or make more rapid progress.
- Involve parents in their learning.
- Prepare pupils for the homework demands at secondary schools.

Time Spent of Homework

- The time spent on homework should never be excessive and should reflect the age of the children.
- The figures below are guidelines. We recognise that some parents may wish to spend more time, for example, reading with their children.
- Parents are encouraged to inform staff if their children have significant issues completing homework within the set time.

Homework set will:

- Be varied and matched to the ages and needs of the children.
- Be closely related to the work they do in the classroom.
- Have a clear sense of purpose which is understood by teachers and children.
- Enable class work to concentrate on learning which requires the teacher's presence.
- Open up additional areas of study and make possible the use of materials and sources of information that may not be accessible in the classroom.
- Each week, consist of:
 - Foundation Stage (EYFS) – As appropriate.
 - **Year 1:** As appropriate for individual children. Weekly spellings after Christmas. Reading for 10 minutes 3 times a week.
 - **Year 2:** As appropriate for individual children. Weekly spellings and Maths Workbook. Reading 3 times a week. This should take approximately 15 minutes to complete.
 - **Year 3:** Online Maths software, Online spelling software, Maths Workbook, Reading 3 times a week. This should take approximately 20 minutes to complete.
 - **Year 4:** Online Maths software, Online spelling software, Maths Workbook, Reading 3 times a week. This should take approximately 20 minutes to complete.
 - **Year 5:** Online Maths software, Online spelling software, Maths Workbook, Reading 3 times a week. This should take approximately 25 minutes to complete.
 - **Year 6:** Online Maths software, Online spelling software, Maths Workbook, Reading Comprehension Book. This should take approximately 30 minutes to complete.

Topic Preparation Projects

As preparation for half-termly topics pupils may be asked to complete a mini-project that will serve as an introduction to the new area of study. These tasks will be set towards the end of each term to be completed for the first day of the following term. Most should be practical tasks that encourage parents and children to work together.

Transition Projects

In preparation for joining their new classes children will be asked to complete a transition project. These will enable the children to consider their new year group and provide useful personal information for their new teacher.

Reading

We would hope that children read daily, that reading for pleasure is valued at all times and is not just confined to the time spent completing homework. This includes fostering early reading skills, where appropriate. We want to promote a love of reading in every child.

Sanctions

Teachers are empowered by law to set homework that is reasonable in terms of volume and difficulty and to impose disciplinary penalties on pupils who fail to do it.

As recommended by the Department for Education we have identified appropriate sanctions for when homework is not completed, or not completed on time. These form part of our Behaviour Policy.

Organisation

To make sure that children gain the most benefit from homework, teachers will:

- Ensure that this policy is implemented for all children.
- Set aside time to make sure that homework has been done.
- Incorporate appropriate online resources e.g. 'Sumdog' and 'EdShed'
- Provide opportunities for children to complete internet based tasks at school, if access is not available at home.
- Provide support for children who may have issues completing tasks at home.
- Give encouragement and praise for genuine effort.
- Make allowances for differing abilities and speeds of working.
- Ensure that work produced is of a good standard, appropriate to the age and ability of the child concerned.
- Ensure that appropriate action is taken where children fail to complete homework to the best of their ability.
- Actively encourage parents to be involved in their children's homework.
- Inform Year Leaders and the Senior Leadership Team of children who consistently fail to complete homework.
- Impose appropriate sanctions, if necessary, where children fail to complete homework.