



<b>BARLOW PRIMARY SCHOOL</b>
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<b>HOMEWORK POLICY</b>
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<b>Document Status</b>			
<b>Date of adoption by the Governing Body</b>		<b>Date of next review</b>	
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<b>Responsible officer</b>			
J. Marwood			
<b>Signed:</b>			
<b>Headteacher</b>	<b>S. MacDonald</b>	<b>Chair of Governors</b>	<b>A. Edwards &amp; A. Burr</b>

<b>Links to Other Policies</b>	
Teaching and Learning Policy	

# Barlow Primary School Homework Policy

We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Barlow Primary, we have a strong commitment to parental involvement and see homework as one way of developing this partnership.

## Why give homework?

- It can inform parents about learning taught in class;
- It can further stimulate enthusiasm for learning;
- It takes advantage of the home environment and resources and the chance for someone to one adult time;
- It can be a great source for gathering topic information to share with all the children;
- It is a great opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts;
- It helps to foster good habits of organization and self-discipline in preparation for the demands of Secondary School.

## Homework at our school

Whilst we support all of the above key principles, Barlow is not a school at which homework dominates home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.

We do not specify amounts of time that must be spent on an individual task, instead we have shared the overall amount of homework time that is recommended each week, allowing individual children and families to set their own routines. Individual teachers are happy to give further advice to families if needed.

We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However discreet homework registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

## Our routines and expectations

All classes give out weekly homework. If it is a piece that needs handing in, it is expected to be returned that day the following week. We aim to set as much homework as possible using online digital lockers, such as Teams

(moving over from Seesaw) in Years 1-6, and Tapestry for children in EYFS, limiting the amount of paper shared between home and school. However, if a paper copy is required then this can be provided by the class teacher.

The work should always have been explained and discussed in class before coming home; it may be a continuation of classwork, or a maths games already familiar to your child. It is our intention, and good practice, not to set work that the child cannot already do i.e. parents are not expected to teach new skills.

There should be a clear explanation/reminder from the teacher of what is expected. In many instances there will also be confirmation of homework information sent home via Marvellous Me.

Each child/parent has a log on to their own Teams account and Tapestry page and teachers will respond to the learning using the online feedback tools.

There may be occasions where tasks are set will do not need to be handed in. Parents are welcome to share pictures and videos of the task being completed at home.

Broadly speaking these are current expectations:

Year	Time	Task
Reception	30 minutes a week	Children take home a reading and/or library book which they share with their parents. All activities are play based and shared with parents on Tapestry. Formal homework is not given at this age.
Year 1	1 hour a week	Reading Phonics/spellings Practise counting in steps of 2, 5 and 10. Maths activities
Year 2	1 hour a week	Reading Phonics/spellings Multiplication practice – children should know their 2, 5 and 10 times tables (at least) off by heart, in and out of order and including the associated division facts, by the end of Year 2. Maths homework English homework
Year 3	1.5 hours a week	Reading Spellings Multiplication practice – children should know their 2, 5 10, 3, 4 and 8 times tables (at least) off by heart, in and out of order and including the associated division facts, by the end of Year 3. Maths homework English homework
Year 4	1.5 hours a week	Reading Spellings Multiplication practice – children should focus on learning their 6, 7, 9, 11 and 12 times tables off by heart, in and out of order and including the associated division facts, in Year 4. They should also keep practising the 2, 5, 10, 3, 4 and 8 times tables learned previously. Maths homework English homework

Year 5	30 minutes a day	Reading Spellings Practice of multiplication and division facts (both in and out of order) up to 12x12. Maths homework English homework
Year 6	30 minutes a day	Reading Spellings Practice of multiplication and division facts (both in and out of order) up to 12x12. Maths homework English homework.

In the few weeks prior to SAT tests, the Year 6 children will be given additional revision work.

***It is our policy not to give homework over the holidays and half term breaks. The exception will be where the parent and teacher agree extra work would be beneficial.***

Our additional needs teachers may send specific tasks home to support the learning of the children they support. Again, this will be discussed with parents.

If you take holiday during term-time, something we actively discourage, parents may not request work from the teacher. We suggest that parents organise a holiday diary.

#### What to do if you have concerns

If you find the homework inappropriate for your child, if they lack interest, if it becomes a battleground or if you are concerned that homework is given inconsistently please talk with your child's teacher in the first instance.

If you still have concerns, please talk with Mr Rich, Head of School.