



Harding Memorial Integrated Primary School

Homework Policy

Why do we value homework in Harding Memorial Integrated Primary School ?

Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. By valuing home-school learning, pupils are afforded the chance to practice skills, consolidate understanding of work covered in the classroom and to widen their own interests. Moreover, developing good study habits provides an opportunity for pupils to develop self-discipline, independence and the ability to take responsibility for their own learning.

Harding Memorial Integrated Primary School believes that homework can support and extend learning in a number of ways:

- To develop and strengthen a partnership with parents and to involve them actively in their children's learning
- To consolidate and reinforce skills and understanding developed at school
- To encourage pupils to develop the skills and motivation to study independently
- To promote children's personal development, thinking skills and personal capabilities
- To sustain parent/guardians' involvement in, and keep them informed about, the work their children are doing

However an effective approach to homework should also:

- Be guided by a whole school policy which is clear to parents and children
- Be specific
- Have some time restraints
- Be responded to by the class teacher
- Provide opportunities for a partnership between home and school
- Be reflective of the educational abilities of the pupils
- Reflect the breadth of learning which takes place in school, so that homework tasks extend beyond the parameters of written English and Mathematics activities
- Provide home learning opportunities, which are challenging, stimulating and enjoyable with the amount and difficulty of homework is tailored according to the child's age and ability.
- Sufficient time is allowed for the completion of homework to allow for a healthy home/school work balance.

- Harding Memorial Integrated Primary School is of the opinion that the Digital Homework Format is the **“way forward”** for our children. The rationale behind this statement is linked to the increasing importance that Information and Communications Technology plays in children’s education. The School will continue to invest in various Digital Resources: Seesaw For Schools, Bug Cub, TT Rockstars and Numbots etc to promote a quality Homework Experience for Pupils.
- Previous School Development Day Professional Feedback Sessions have confirmed with the School Management Team that there has been an increase in the quality of Homework submitted via the Digital Format. Accordingly it is HMIPS Policy that a continuation of the Digital Homework Format should continue for the foreseeable future. In addition the Seesaw “storage format” also enables an improvement in SMT whole school monitoring and evaluation of Homework in HMIPS.
- It is School Policy that Pupil Homework should be about reinforcing, practicing and confidence building with the emphasis on Quality rather than Quantity.
- In Harding Memorial Integrated Primary School we continue to emphasise a positive learning message to all our students on a daily basis e.g Always Try To Do Your Best
- We believe that one of the most important aspect of children’s work is their attitude. If they are keen, interested and take pride in their work, then whatever their ability they will steadily improve. We also believe that Homework should never be too onerous nor should it ever create stress within the pupil’s family. If Parent/Guardians have any concerns about the level of challenge of a piece of Homework - they should not hesitate to contact their child’s class teacher.
- Please note that Parent/Guardians are not expected to teach new concepts or skills to their child/children during any Homework Activity. Homework should be reinforcement of work previously undertaken by children in class.
- We are very keen for parents to support and help their children with homework. At Harding Memorial Integrated Primary School we take the view that children are likely to get more out of an activity if Parent/Guardians are involved. However, there may be occasions when we will want to see what children can do by themselves.
- It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.
- We cannot emphasise enough that children should have leisure time, and time to take part in out-of school activities, clubs, meet with friends and enjoy family time etc.
- Homework should not take over and fill all their spare time during this important time in their development. Any additional activities you can do with your child, such as talking with your child, cooking, reading, visiting the library, visiting Places of Interest and playing games, will all contribute to their supporting their learning.

- While the form of homework will be mainly written, it may also be oral or investigatory and will often involve pupils in learning something e.g. spellings or reading.

Therefore, possible areas of homework may include:

- Reading
- Number Facts/Mental Maths
- Spellings
- Literacy activities
- Numeracy activities
- Practical tasks
- Problem-solving/investigations
- Research
- Presentations
- Discussions
- Project work

At Harding Memorial Integrated Primary School homework will be structured to meet the needs of:

- (a) the whole class
- (b) a group
- (c) the individual child

The duration and frequency of homework will be dependent upon the age of the child and his/her current level of ability. The times shown below are considered appropriate for the completion of the entire homework set on any one evening.

Class	Key Stage	Recommended Time
Primary 1	Foundation	5 to 10 minutes
Primary 2	Foundation	10 to 15 minutes
Primary 3	Key Stage 1	15 to 20 minutes
Primary 4	Key Stage 1	25 to 30 minutes
Primary 5	Key Stage 2	30 to 40 minutes
Primary 6	Key Stage 2	30 to 45 minutes
Primary 7	Key Stage 2	45 to 60 minutes (Max 1 hour)

Organisation of Homework From Primary 1 to Primary 7

Foundation Stage

Primary 1

Throughout Primary 1 the format for homework will be as follows:

Reading	Monday to Thursday. This can be: <ul style="list-style-type: none">• A “made” book• A commercial reading book – Oxford Reading Tree, Spirals• A game (focusing on phonic sounds or key vocabulary)• A written or cut and stick activity
---------	---

In addition to set reading homework, children may occasionally get a topic related activity, a numeracy task or a rhyme to say.

Primary 2

Throughout Primary 2 the format for homework will be as follows:

Reading	Monday to Thursday The children will read from a range of commercial Reading Schemes as well as using Teacher made materials.
Linguistic Phonics	Children may complete Word Building tasks or play a selection of Sound Games. From January, at the teacher’s discretion, children will receive two short Linguistic Phonics tasks per week. These may include word sort and word search activities concentrating on a particular target sound.
Talking and Listening	Each Friday a child will be selected to take the class mascot home for a weekend visit. This child will report to the class on Monday on how they spent their weekend.
Numeracy	Occasionally the children may receive a mental maths task, a practical measuring task to complete or a game to play.

Occasionally a “finding out” or discussion based PDMU or World Around Us task will be set.

Key Stage 1

Primary 3

Throughout Primary 3 the format for homework will be as follows:

Reading	Monday to Thursday
Spellings	Set on Monday, with activities to be completed each night. These focus on the target Linguistic Phonics sound for that week and include word sorts and word searches.
Number Facts	Monday to Wednesday, revision of these on Thursday.

In addition, occasionally the children will be asked to complete a finding out, talking about or bringing in homework.

Primary 4

Throughout Primary 4 the format for homework will be as follows:

Reading	Monday to Thursday
Spellings	Set on Monday with activities during the week. These focus on the target Linguistic Phonics sound for that week and key vocabulary linked to learning in school.
Number Facts	Monday to Thursday
Written Homeworks	Two written homeworks usually set on Monday and Tuesday evenings.

Occasionally a finding out, talking about or bringing in homework will be set. The children will be given the option to complete a weekly Maths Challenge towards the middle of the Primary 4 year.

Key Stage 2

Primary 5

Throughout Primary 5 the format for homework will be as follows:

Reading Monday to Thursday

Spellings Set on Monday with activities during the week. These focus on the target Linguistic Phonics sound for that week and key vocabulary linked to learning in school.

Number Facts Monday to Thursday

Written Homework Two written/practical homeworks will be set each week covering Literacy, Numeracy and Topic based work.

Occasionally the children will be set project based work linked to thematic units of learning in school e.g. research an aspect of Egyptian life.

Primary 6

Throughout Primary 6 the format for homework will be as follows:

Reading Monday to Thursday

Spellings Set on Monday with activities during the week. These focus on the target Linguistic Phonics sound for that week and key vocabulary linked to learning in school.

Number Facts Monday to Thursday

Written Homework Generally one or two Literacy homeworks and one Numeracy homework will be set each week.

Occasionally the children will be set a practical, investigative or research activity based on work linked to thematic units or learning in school e.g. research aspects of life in Viking times.

Primary 7

Throughout Primary 7 the format for homework will be as follows:

Reading Monday to Thursday

Spellings Set on Monday with activities during the week. These focus on the target Linguistic Phonics sound for that week and key vocabulary linked to learning in school.

Written Homework Will be set on 3 or 4 evenings per week and may include preparation, presentation or research for a topic, as well as more traditional Literacy or Numeracy based tasks.

How can Parent/Guardians help with homework?

It is important to note that, whilst the support of parent in the homework process is invaluable and much appreciated, the homework is designed for the children themselves to complete. We would ask that Parent/Guardians resist the temptation to give too much support but, instead, contact school if their child is struggling. Obviously parents should not actually “do” their child’s homework but they might need to give some assistance. It is recommended school policy that all Parent/Guardians should continue to monitor a child’s homework in order to further reinforce the relationship between Home and School as they progress throughout the Primary School Year Groups.

Parents are encouraged to:

- Provide a suitably quiet environment for their child to complete homework (well away from any distractions such as a television!!).
 - Ensure that a regular time is set aside each evening for their child to complete homework.
 - Support their child by valuing the purpose of homework.
 - Talk to their child about the work they are completing.
 - Ensure that their child puts effort into completing his/her work to the best of his/her ability.
 - Encouragement and Praise are the keys to success
- If a child is having difficulty completing a homework or should an occasion arise preventing a homework from being completed, parents should not hesitate to inform the class teacher.

Content and Marking

All homework tasks set throughout the school should relate to content that has already been covered in class or in the case of “Finding Out Homeworks” should provide a realistic target for pupils. If homework is based on this approach, in most cases most pupils will be able to associate success with homework. This in turn should reward and motivate pupils. In line with the school’s overall approach to marking, the approach by teachers should be positive and should be designed to reward success or encourage better effort

Comments on children’s work should:

- (a) relate to planned learning objectives.
- (b) be legible and clear in meaning.
- (c) recognise the child’s achievements.
- (d) indicate the next step in the children’s learning.

Poor or Incomplete Homework

In the event of homework being done badly or not being finished, teachers should investigate the circumstances and take appropriate action. It may be an easily explained “one off” or an emerging pattern and the action a teacher may take will vary according to the circumstances.

Teachers are encouraged to employ the following strategies:

- Contact Parent/Guardians to enlist their support.
- Arrange for work to be corrected/repeated at home or in school.

What happens when homework is not returned to school?

Again teachers should investigate the circumstances and deal with the matter appropriately. In principle, children should not be permitted to habitually avoid homework. If a pattern starts to emerge, Parent/Guardians should be contacted and their support engaged. If for any reason a pupil is unable to complete all homework, parents should be encouraged to contact school via a note using Seesaw. In the event of a legitimate reason preventing a child from completing work, homework can be excused or if Parent/Guardians are agreeable it can be undertaken at a later date, at their discretion.

