



Rosh Pinah Primary School Homework Policy

Introduction

Homework is an essential part of children's learning. Homework is important as it gives children the opportunity to practise and reinforce tasks done in school and helps them work towards improving key skills; it also helps children to become confident and independent in their learning.

Definition

'Homework' is defined as being any work or activity that pupils are asked to undertake outside of 'school hours', either independently or in conjunction with a parent or carer.

Aims

The main purposes of homework are:-

- To consolidate skills and understanding.
- To extend school learning beyond the classroom, for example, through reading and research.
- To develop an effective partnership with parents and carers in pursuing the aims of the school by providing a graded and gradual approach to Secular and Jewish Studies Homework.
- To ensure parents and carers have a clear understanding about expectations from themselves and the pupil.
- To encourage pupils to develop the organisational skills and self discipline in a different setting.
- To ensure the needs of the individual pupil are taken into account.
- To provide opportunities for parents, pupils and school to work in partnership.
- To encourage children to develop long term strategies for future needs.

Our aims are:

1. To utilise resources of all kinds, for learning at home.
2. To consolidate and reinforce knowledge, skills and understanding.
3. To develop enquiry and investigative skills which help children improve their educational performance.
4. To provide opportunities for individualised work.
5. To extend learning and assist preparation for future class work.

The amount and type of homework we set is in line with Department for Education guidelines and encompasses a wide range of possibilities. Our activities are related to the work the child is doing at school and may include:

- Reading with parents and carers
- Games or activities to practise literacy, maths, Jewish Studies or other skills
- Preparing a presentation to the class
- Finding out information
- Designing or making something
- Trying out a simple scientific problem
- Completing Literacy, Maths, Jewish Studies or other work

The Responsibilities of Teachers

- To ensure that homework is set regularly, and in accordance with this policy.
- To ensure that the tasks match the abilities of the pupils including those pupils with special educational needs and higher ability;
- In Reception and Year 1 it is supported by clear verbal or written instructions;
- In Year 2 to Year 6 the child writes clear instructions in their homework diary and children and parents can note success and record any problems encountered;
- To ensure that the arrangements for setting and returning homework are explained;
- To provide pupils with acknowledgement of work completed and to use homework diaries to provide feedback to parents as appropriate;
- The impact of homework upon the standards of children's levels of attainment is monitored and reported to parents;

To ensure that pupils take increasing responsibility for their own learning and the completion of work, the following procedures will be put into place;

IN THE JUNIORS: If a note is received from the parent explaining the lack of Homework undertaken by the child due e.g. to illness, then this is perfectly acceptable. However if your child has not handed in a piece of work, or has obviously not learned what was asked for by the agreed day:

1. The teacher will write in the Homework diary in the “comments” area for the attention of the parent.
2. The same will happen if a second piece of Homework is not handed in.
3. If there was to be a third occasion within the same half term the class teacher will send home a note to the parent.
4. If the situation does not improve, the matter will be referred to a Senior Member and the parent will be asked to come and see a Senior Member of Staff.
5. If this meeting still fails to rectify the position regarding the pupil and homework, the Head teacher will ask the parent to a meeting.

N.B. Usually homework given will follow the same weekly pattern but the diary should be checked in case extra homework has been given that is related to a particular topic. During certain Chaggim, homework, if given, may take an alternative form.

In order to clarify the amount and type of homework your child may receive we have drawn up some guidelines.

Reception

Areas of Homework may include: Reading to your child, listening to your child read, Maths, finding out information. Jewish Studies weekly –discussing and colouring Sedra sheet and reading Hebrew letters, colour Hebrew letters and practise reading letters and vowels, blending sounds together.

Year 1

Expected Time (per day) **Approx 15 mins**

Areas of Homework may include: daily home reading, Language work, Maths, Humanities, Jewish Studies – Parasha and Sedra sheets, Hebrew reading

Year 2

Expected Time (per day) **Approx 25 mins**

Areas of Homework may include: Maths, Literacy, Home Readers twice weekly, weekly spellings.

Jewish Studies – Parasha and Sedra sheets, Hebrew reading.

Year 3

Expected Time (per day) **Approx 30 mins**

Areas of Homework may include: English, Spelling work, tables practice, daily home reading, Maths and Topic work.

Year 4

Expected Time (per day) **Approx 35 mins**

Areas of Homework may include: Spelling work, English, Maths, Science, Tables, History, Geography

Year 5

Expected Time (per day) **Approx 45 mins**

Areas of Homework may include: All aspects of the National and Jewish Studies Curriculum, as well as research and practical work.

Year 6

Expected Time for all subjects per day **Approx 45 mins**

Areas of Homework may include: All aspects of the National and Jewish Studies Curriculum, as research and practical work. In Years 5 & 6 although specific homework targets are given, the pupils are expected at times to do even more in order to develop deeper knowledge and research skills particularly in topic work.

Jewish Studies

Year 3 to 6 receive weekly Hebrew Reading homework and weekly Jewish General Knowledge revision sheets (test the following week in corresponding lesson). Chumash homework is given between 3-5 times per term, and will be in the form of short vocabulary tests or a creative piece of work (both will be given with **at** least a week's notice). Parasha booklets are sent home for family discussions.

The Responsibilities of Parents and Carers

The Home School Agreement outlines the expectation that parents will support their children with the completion of their homework tasks. To fulfil this role, it is expected that parents will:-

- Create a suitable time and place for homework.
- Provide the adult support necessary to complete the task e.g. listening to reading, checking spellings, playing a maths game, whilst encouraging independent learning.
- Make it clear to the child that they value the homework activities set by the teacher.

- Encourage the child and praise them when the tasks are completed.
- Assist the child with the organisational skills required to ensure that homework is brought home and returned to school on time.
- Sign and complete homework diaries and reading diaries.
- Write a brief note in the diary to the teacher if the child has not managed to complete the homework during the recommended time given and sign it off.

The responsibilities of children

- To complete and return homework on time.
- To undertake homework when a parent / carer asks.
- To accept responsibility for the completion of their homework.
- To use the appropriate writing media - a sharp pencil, a handwriting pen, or computer where appropriate (not a felt tip, biro, gel pen, etc).
- To be responsible for handing in homework to the teacher.

Homework Club

Sometimes children are unable to do their homework in the home setting, or simply forget. In order to support these children there will be a Homework Club when children will be given the opportunity to complete homework tasks.

In order to promote a positive attitude to homework and for the children to develop some responsibility for their learning, children may be required to attend the club in order to complete set homework.

Inclusion

This policy like all our policies recognises the right of all children to be included in all aspects of the curriculum and to have their progress assessed.

Since all classes contain pupils whose abilities cover a wide range, teachers must make every effort to promote inclusion of all pupils by using appropriate class management and assessment strategies and collaborative teamwork with other members of staff. All lesson planning should allow for differentiation of tasks so that they are suitable for all levels of ability in the class.

At Rosh Pinah, our values embrace inclusion. We aim to ensure that we promote the inclusion of all members of the school including children, parents, staff, governors and the local community in accordance with Orthodox Jewish practice. Our framework is based on suitable learning challenges, responding to each pupil's diverse learning needs and overcoming potential barriers to learning so that all stakeholders in all areas of school life can participate as fully as possible.

Our school ethos underpins our school inclusion policy and is expressed in our Mission statement and our five Golden Rules as displayed on our Golden Board.

Monitoring and Evaluation

The implementation of this policy will be monitored by the Deputy Headteacher who will view tasks, reading diaries and homework diaries annually.

Review Procedure

First created: September 2008

Updated: January / February 2011

Ratified by Governors March 2011

This policy is to be reviewed 2014