

Ogmore Vale Primary School



'We all say we can and we do'

Homework Policy

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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

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. 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 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 provide educational experiences not possible in school;
- to help children develop good work habits for the future.

Types of homework

We set a variety of homework activities. In the Foundation Phase and Key Stage 1 we give children a range of activities, which provide opportunities for parents and children to work together. **At all ages we give pupils reading books to take home and read with their parents. This homework plays a vital role in the reading development of our children.** We give guidance to parents on achieving the maximum benefit from this time spent reading with their child. In Key Stage 2, we ask children to learn mathematical tables as part of their homework. Sometimes we ask children to research an inquiry at home prior to studying it in school. On occasions, we ask children to find and collect things that we then use to enhance learning. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet and CD-ROMs.

Amount of homework

As pupils move through the school, the amount of homework set will increase to coincide with their educational stage.

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. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

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 encourage parents to help their children and 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, by enabling their child to visit the library regularly, 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 team leader. Finally, if they wish to make a complaint about the school homework policy, or the way it is implemented, parents should contact the governing body.

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 prefer 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. Some of the most important educational software we use in school can be bought by parents on a home-user licence. This ensures that children are using age-appropriate software in their work at home. The school will supply interested parents with details.

Monitoring and review

The Headteacher is responsible for co-ordinating and monitoring the implementation of this policy.

This policy will be reviewed when necessary.