

Ashgrove Primary School

# Homework Policy

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Version 1:3

# Homework Policy

## Rationale

In Ashgrove Primary School homework is regarded as an integral part of the learning experience and a natural extension of the work being done in the classroom. It serves to develop a child's sense of responsibility and to indicate to both school and home the level of secure understanding.

## Aims and Purposes

The aims of homework in Ashgrove are:

- to reinforce and consolidate work undertaken in class;
- to collect data, information or material for future class work;
- to familiarise parents with the nature of class work.; and
- to enable parents to monitor progress made during the year.

## The Role of the Teacher

Homework will be differentiated to ensure that children are given activities appropriate to their needs and abilities.

Although teachers follow a general pattern of homework in each class they may change the routine to reflect opportunities that arise, children's progress, specific learning needs, topics, etc.

Pupils will not be asked to tackle new or unfamiliar written work as homework, but may be required to research new or unfamiliar information.

Only in exceptional circumstances will homework be given at weekends.

Children will occasionally be rewarded with a night off homework.

## The Role of Parents

We believe that homework informs parents about what is happening in school and gives them an indication of the level at which their child is performing. The school greatly appreciates the support and interest of parents. Parental involvement is a major factor in the success of homework as a learning experience. Children will be expected to complete homework with increasing levels of independence. The greatest and only assistance may be to talk about the activity – what is required, how it will be completed and how well it has been done.

To ensure that homework is seen as an important part of the child's education, all parents are requested to check and sign the homework, the reading card and/or the diary. This does not mean that the teacher expects the work to be corrected. Signing is seen as an indication that the parent is happy with their child's **effort**.

Where written work is involved, the use of a rough draft is encouraged. The use of correction fluid is discouraged.

Parents are requested to inform the teacher of any difficulties which the child may have in completing the homework, eg an explanation was missed due to illness or the child is distressed about the time taken to complete work. Rather than allowing a child to struggle with homework for hours, the parent is advised to sign the effort and record how long was spent on it.

Parents are not expected to teach their child how to do work as methods may vary and lead to confusion.

Members of staff will work in partnership with parents and children to address any difficulty relating to the completion of homework on time or to a satisfactory standard.

Parents are asked to back exercise books and textbooks for protection and return them to school in good condition. Unreasonable damage to books may result in parents being asked to contribute to their replacement.

## **Foundation Stage: Primary One**

### **Term 1**

- Literacy or Numeracy games 3 times per week
- Library book each Friday

### **Term 2**

- Practice with a new sound; use of sound book each night, Monday to Thursday
- Sound cards as appropriate, including “tricky” words
- Literacy game once per week
- Numeracy game once per week

### **Term 3**

- Reading when appropriate
- Literacy game once per week
- Numeracy game once per week

## **Foundation Stage: Primary Two**

### **Term 1**

- Reading 3 days per week
- Literacy game once per week
- Numeracy game once per week
- Sound cards for new sounds

### **Term 2**

- Reading 3 days per week
- Literacy activity once per week
- Numeracy activity once per week
- Sound cards for new sounds

### **Term 3**

- Reading 3 days per week
- Literacy homework once per week
- Numeracy homework once per week
- Sound cards for new sounds

## **Key Stage One: Primary Three**

### **Term 1**

- Reading at least 3 days per week
- 10 spellings per week; given on Wednesday
- Up to 6 number facts, 3 times per week
- Revision of spellings and table facts each Thursday
- Written homework each Monday and Wednesday; Numeracy, Literacy or topic work

### **Term 2**

- Reading at least 3 days per week
- 10-12 spellings per week; given on Wednesday
- Up to 6 number facts, 3 times per week
- Revision of spellings and table facts each Thursday
- Written homework each Monday and Wednesday; Numeracy, Literacy or topic work

### **Term 3**

- Reading at least 3 days per week
- 10-12 spellings per week; given on Wednesday
- Up to 6 number facts, 3 times per week
- Revision of spellings and table facts each Thursday
- Written homework each Monday and Wednesday; Numeracy, Literacy or topic work

## **Key Stage One: Primary Four**

### **Term 1**

- Reading 4 days per week
- 10-12 spellings per week; given on Wednesday; may include “tricky” words and topic words
- Up to 6 number facts, three times per week
- Revision of spellings and table facts each Thursday
- Written homework each Monday, Tuesday and Wednesday; Numeracy, Literacy or topic work

### **Term 2**

- Reading 4 days per week
- 10-12 spellings per week; given on Wednesday; may include “tricky” words and topic words
- Up to 6 number facts, three times per week
- Revision of spellings and table facts each Thursday
- Written homework each Monday, Tuesday and Wednesday; Numeracy, Literacy or topic work

### **Term 3**

- Reading 4 days per week
- 10-12 spellings per week; given on Wednesday; may include “tricky” words and topic words
- Up to 6 number facts, three times per week
- Revision of spellings and table facts each Thursday
- Written homework each Monday, Tuesday and Wednesday; Numeracy, Literacy or topic work

## **Key Stage Two: Primary Five**

Spellings                    6 – 8 per night; Monday to Wednesday

Topic related words on Thursday

Children are expected to know the meanings of their spellings.

Number Facts              Monday – Thursday

Reading                    Up to 3 times per week

Written                    Monday:        mathematics

Tuesday:        reading activity

Wednesday:    literacy / grammar

Thursday:        learning homework

## **Key Stage Two: Primary Six**

Spellings                    6 – 10 per night; Monday to Wednesday

Topic related words on Thursday

Children are expected to know the meanings of their spellings.

Number Facts              Monday – Thursday

Reading                    Up to 3 times per week

Written                    Monday:        mathematics or English

Tuesday:        mathematics or English

Wednesday:    mathematics or English

Thursday:        learning homework

On occasions the children will be asked to carry out research.

## **Key Stage Two: Primary Seven**

Spellings	6 – 10 per night; Monday to Thursday
	Topic related words on Thursday
	Written work related to the meanings of their spellings.
	Weekly vocabulary work
Number Facts	Monday – Thursday
Reading	Up to 3 times per week
Written	Monday: mathematics or English or research/topic work
	Tuesday: mathematics or English or research/topic work
	Wednesday: mathematics or English or research/topic work
	Thursday: mathematics or English or research/topic work