



PRIMARY HOMEWORK POLICY

Revised – August 2020
To be reviewed – June 2022
Agreed by SLT

Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership and in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce or pre-teach work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:-

1. The nature and type of homework changes throughout a pupil's school career.
2. Amount and frequency of homework should increase as a pupil gets older.
3. Homework should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Homework should be set regularly from Year 1 to Year 6.

Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practise is to be encouraged e.g. reading, spelling and times tables.

Here is the recommended time allowance for each year group (inclusive of daily reading, spelling and mental maths practise:

Years 1 and 2 - 1.5 hours per week

Years 3 and 4 - 1.5 - 2 hours per week

Years 5 and 6 - 2.5 hours per week

These are merely guidelines. The minimum requirement will be as per the 'what will be included' aspects outlined below. Other activities will be sent where and when appropriate. and specific to individual children.

No formal homework will be sent during holidays.

Homework Tasks

Listed below, for each phase of British School of Geneva, are a number of example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

Reception

Shared reading with a family member

Phonic practise

Number games

Key Stage 1 (Year One and Two)

These **will** include:

- Daily reading with an adult (25 mins per week)
- Daily spelling practise (25 mins per week)
- Daily number practise (25 mins per week)

These **may** include:

- Literacy activities
- Numeracy activities
- Real life numeracy related problems e.g. shopping, car, bus and house numbers
- Online activities for reinforcement e.g. Mathletics, Lexia, Razkids

Lower Key Stage 2 (Year Three and Four)

These **will** include:

- Daily reading with an adult (30 mins per week)
- Daily spelling practise (30 mins per week)
- Learning times tables and number bonds (30 mins per week)

These **may** include:

- Literacy activities
- Numeracy activities/problem solving tasks
- Topic based activity/research
- Online activities for reinforcement e.g. Mathletics, Lexia, Razkids

Upper Key Stage 2 (Year Five and Six)

These **will** include:

- Daily reading (60 mins per week)
- Daily spelling practise (30 mins per week)
- Learning times tables (if still appropriate)

These **may** include:

- Online activities for reinforcement e.g. Mathletics, Lexia, Razkids
- 'Talk Homework' that involves discussing the focus for a future piece of writing
- Reading comprehension activities
- Pre-learning tasks ready for the next teacher-led session(s) -planning pieces of writing, planning and creating presentations, researching topics
- Practising calculation strategies learned in class

NB If your child benefits from one of our extra support groups, then you may be requested to make provision for your child to undertake extra online work to ensure frequent practise and hence progression. If this supplementary homework is not undertaken, your child may be withdrawn from the support group.

Role of the Class Teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work, at a pre-school parents meeting or at an open evening if possible.
- To set up regular homework in an easily followed routine.
- To set suitable homework for all levels of ability (differentiated where necessary) in order for all pupils to access and undertake the task in a meaningful way.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To give feedback to pupils on how well they have met the objectives of the work. Feedback may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.
- To provide parent and student access to an outline of the homework with attachments of worksheet where relevant. This will be via the class page on Google Classroom or Class Dojo, or a printed homework summary page, as relevant to each year group/phase.

Role of the Head of Primary

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.

Role of the Child

- To complete and return homework on or before the directed day for submission.
- To attempt the homework in its entirety and with a presentation that is of a high standard. Students whose homework is rushed and/or incomplete or is presented in a negligent manner should expect to be sanctioned, or supported through attendance at homework club
- To undertake the work themselves, with occasional support from parents or teachers as required.

Role of the Parent

- To check the homework guidance for the weekly task and spelling list
- To provide a suitable working environment and time for the child to undertake homework (quiet, away from other distractions, table and chair)
- To support the child in getting started on the tasks but NOT to do it for them!
- To alert the class teacher if the child had great difficulty with the task.

NB At the British School of Geneva we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved, as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. 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.

Absence from school

If children are absent due to illness we will not send homework home. We will assume the child was too ill to work.

If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **In such circumstances the teacher should consult the Head of Primary.**

Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher or the Head of Primary