



Primary Homework Policy

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 work covered in class by providing further opportunities for individual learning.
- To practice or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- 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 practice is to be encouraged e.g. reading, spelling and times tables.(See Appendix 1)

Here is the recommended time allowance for each year group

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

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.



Key Stage 1 (Year One and Two)

These may include:

- ⤴ Daily Reading with an adult
- ⤴ Daily Spelling practice
- ⤴ Literacy activities
- ⤴ Numeracy activities
- ⤴ Learning number bonds (Year 1)
- ⤴ Learning times tables and number bonds (Year 2)
- ⤴ Real life numeracy related problems e.g. shopping, car, bus and house numbers
- ⤴ Online activities for reinforcement e.g. mathletics, lexia

Lower Key Stage 2 (Year Three and Four)

These may include:

- ⤴ Daily Reading with an adult
- ⤴ Daily Spellings
- ⤴ Literacy activities
- ⤴ Numeracy activities/problem solving tasks
- ⤴ Topic based activity/research
- ⤴ Online activities for reinforcement e.g. mathletics, lexia

Upper Key Stage 2 (Year Five and Six)

They may include:

- ⤴ Reading aloud to an adult and /or discussing reading on a regular basis reading
- ⤴ Learning spellings
- ⤴ 'Talk Homework' that involves discussing the focus for a future piece of writing
- ⤴ Handwriting practice
- ⤴ Reading comprehension activities
- ⤴ Planning pieces of writing
- ⤴ Planning presentations
- ⤴ Researching topics
- ⤴ Learning Times Tables
- ⤴ Learning number facts and number bonds
- ⤴ Practicing 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 practice 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 mark homework and give feedback to pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. Marking 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 an outline of the homework with attachments of worksheet where relevant, on the class page on E-learn for parents and students to access.
- To ensure that children have their homework recorded in their homework diary and that parents have checked and signed this.

Role of the Primary Co-ordinator

- 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 record their homework in the homework diary.
- To take homework home for completion and return on or before the directed day for submission.
- To attempt the homework in its entirety and with 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.
- To undertake the work themselves, with occasional support from parents or teachers as required.

Role of the Parent

- To check the child's homework diary and book for their 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, through a note in the homework diary, if the child had great difficulty with the task.
- To sign the homework diary on a weekly basis before it's return to the class teacher.

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 would 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 Primary Co-ordinator first.**



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

Amended May 2015

J Smith

Primary Coordinator

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