



The British School of Paris

Junior School

Homework Policy

1. Introduction & Rationale for Homework

1.1 Work set for pupils to do at home can have value at several levels. Additional time spent at home on work being covered in class allows reinforcement of skills through further practice. Time-consuming tasks done at home can free valuable lesson time for teacher-led activities.

1.2 Perhaps most importantly, giving work to be done at home provides a vital link in children's minds between the activities performed at school and the rest of their life at home and beyond. A corollary to this is the perceived involvement of parents in their children's education through the support they give to the doing of homework and the importance they attach to it.

2. Aims and Objectives

The aims and objectives of homework are:

- To enable pupils to make maximum 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 enable all aspects of the curriculum to be covered in sufficient depth.
- To extend educational experiences.
- To consolidate and reinforce the learning done in school and to allow children to practise skills taught in lessons.
- To help children develop good work habits for the future.

3. Types of Homework

3.1 Teachers will consider carefully the types of task set for homework. In particular, it is important that all children for whom the homework is set are able to perform it successfully and more or less independently. This may well require differentiated work being set. There may be times when tasks require more definite home support (such as research tasks or being heard read), but teachers must expect that responses will be to some extent variable, and that effective communication of precisely what is hoped for is essential. As a general rule, all homework will be carried out best when tasks are fully understood and clear expectations have been set.

3.2 For Key Stage 2 children (Years 3-6), there is a standard homework book in which daily homework tasks are written down to ensure that such clarity is maintained. These books should be signed weekly by the parents.

3.3 Throughout the school, reading tasks will often be given to be done at home. In a similar manner, the reading record should assist effective two-way communication between home and school, especially for children from Reception to Year 2.

3.4 Care of books taken home for homework should be emphasised and enforced.



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4. Amount of Homework

4.1 Our children have an intensive school day, made longer for those travelling to and from school by bus. It is in the course of the school day, with well-planned professional instruction, that most worthwhile academic learning will occur. However, we wish our children to develop good working practices and self-discipline, which they will need for success in their future educational life and beyond. A clear and regular homework regime can play an important part in this development.

4.2 At Key Stage 1 and the EYFS, homework will most often entail reading. Reinforcing the habit of reading every night is one of our main aims and for the Early Years it is expected that the parents will read to their children at bedtime.

During the course of Year 1, specific short homework tasks such as learning spellings or maths tasks will begin to be given, preparing children for the more regular expectations in Year 2 where more tasks will be given at the weekend to be completed by the following Tuesday.

4.3 At Key Stage 2, homework time should be about 20 minutes each night in Year 3, rising to 40 minutes by Year 6. Teachers will monitor carefully any longer tasks set over a number of nights.

5. The role of Parents and Carers

5.1 Parents and carers have a vital role to play in their child's education and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set and to ensure that they are provided with the sort of environment that allows them to do their best.

5.2 Whilst it is important for pupils to develop their ability to work independently, it is also desirable that pupils have the opportunity to check their homework with an adult each evening. It may be necessary to offer assistance but we recommend that questions are not answered for a child or a level of help provided which exceeds their own input. Where assistance is given, do not try to impose a method different to that which has been taught, since this can lead to confusion for the child.

5.3 If parents and carers 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 Lead Teacher or Achievement and Progress Leader for the relevant age phase.

6. Holiday work and Absence

6.1 If a child is too ill to attend school then we do not feel it appropriate to set special homework. Any work missed, where it is available, can be provided by the child's class teacher.

6.2 Homework may sometimes be set during the school holidays (but should not be expected) so that skills and knowledge are not easily forgotten. We do, however, encourage pupils to read regularly and practise number bonds and multiplication tables during these periods.

6.3 Work will not be provided for pupils who take periods of absence during term time.

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This policy may be subject to change and will be reviewed annually.