

Homework Policy

Introduction

Homework helps children acquire the skills and self-motivation that will turn them into independent, lifelong learners.

We acknowledge the important role homework plays in developing home/school links, giving parents an insight into the curriculum and promoting family learning.

This policy has been developed and agreed by staff and the Governing Body.

Aims

Through this policy we aim to:

- Ensure that parents understand what their child is expected to do
- Ensure a consistent approach to homework throughout the school
- Use homework as a tool to continue to raise standards, through consolidating basic skills
- Extend learning beyond the classroom environment
- Encourage pupils and their parents to share learning experiences
- Reinforce work covered in class by providing opportunities for independent research
- Encourage older children to develop the responsibility, confidence and self-discipline needed to study independently
- Prepare older pupils for the transfer to secondary school

Our good practice

- Homework relates directly to the curriculum
- Homework may be discussed and undertaken in any language
- Homework will be differentiated to the needs of the child
- Homework will be set regularly and children will be given more than one night to complete it
- Staff will respond to homework through marking, verbal feedback or assessment
- Pupils will be rewarded in a variety of ways for homework effort and attainment
- Submission of homework will be monitored and if it is not completed on repeated occasions, parents will be notified and invited to discuss the issue with staff and their child - SLT have removed sanctions- no detentions or stopping in for homework not completed
- Sanctions, such as lunch and playtime detentions will not be applied for incomplete homework.

The Nature of Homework

Homework may be set in many different forms with many different expectations and outcomes. When setting homework, the following points should be considered:

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

Updated and agreed by staff : Autumn 2016

Date for review: Autumn 2017

Recommended Time Allocation

Homework should never become onerous, nor should it 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. The following are Government recommendations as appropriate time allocations for homework activities:

Foundation Stage and Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

These times include reading with your child. These are guidelines and, although staff will attempt to adhere to these, there may be times when the homework takes longer (for example when children are completing art work/project work) or shorter (for example during the end of the summer term).

Suggested Homework Tasks:

All children, from Nursery onwards, will have some homework every week. The minimum expectation will be regular reading with an adult at home and children further up the school will be expected to learn spellings and times tables or number facts on a weekly basis. Children in KS1 and KS2 can change their books whenever they are ready to and are given access to new books. Please could parents check children are choosing books from the correct colour band.

Foundation Stage

- Sharing books and reading 'Bear words'
- Number related tasks, eg, counting (up and down stairs, buttons on a coat, tins in the cupboard, etc)
- Reciting nursery and counting rhymes
- Identification of shapes in the environment
- Phonics and rhyme based tasks
- Fastening and unfastening buttons and zips and tying shoelaces

Years One and Two

- Reading aloud to an adult on a regular basis (at least three times per week)
- Learning spellings
- Handwriting practice
- Other English activities
- Maths activities
- Learning number facts, number bonds and times tables
- Practising calculation strategies learned in class
- Real life numeracy related problems e.g. shopping, car, bus and house numbers, etc
- Independent research for topic
- Reasoning activities

Years Three and Four

- Reading aloud to an adult on a regular basis (at least three times per week)
- Learning spellings, times tables, number facts
- Handwriting practice
- English activities
- Maths activities

- Independent research for topic
- Reasoning activities

Years Five and Six

- Reading a book aloud or completing a reading task with an adult (at least three times per week)
- Learning spellings, times tables, number facts, if appropriate
- Maths related tasks
- English activities
- Independent research
- Reasoning tasks

Some things have been taken out of this section

Role of the Class Teacher/Leadership Team

- Provide an explanation of homework tasks to parents when necessary and give guidance on how they might assist their child. This may be done by a note with the work, at a meeting or at a Homework Club
- Set up regular homework in an easily followed routine
- Ensure that homework is consistent across classes in the Phase
- Ensure that homework is purposeful
- Reward and praise children who regularly complete homework tasks
- Respond to written homework and give feedback to pupils
- Monitor home work and report to the Headteacher children who have completed all work each half term. They will be presented with a certificate in an assembly

Role of the Head Teacher and Governing Body

- Check compliance of the Policy
- Address concerns from parents when appropriate
- Discuss with staff how far the policy is being successfully implemented
- Ensure that all new parents to the school sign the Home School Agreement, particularly the section on homework

Role of Parents/Carers

- Sign a home school agreement dealing with homework
- Ensure that their child attempts homework
- Provide a suitable place for their child to carry out their homework
- Encourage and praise their child when they have completed their homework
- Support their child with homework activities (see note below)
- Communicate with school via the Link book

We are keen for parents to help their children with homework and take the view that children are likely to get more out of an activity if parents get involved. However, there are times when we want to see what children can do without help. It is important, particularly as they get older, for children to develop independence in their learning.. Parents should explain tasks to children then let them 'have a go 'by themselves with support if needed. If a parent is unsure about what their role should be, or need advice they should discuss it with their child's teacher

General

- If a child is absent due to illness, we will not routinely send homework home
- If a child is absent for a length of time, the teacher and the parent will agree what homework 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 Teacher first.**
- If a child is off school for a length of time due to circumstances other than illness, teachers will not be expected to set homework. If this should happen parents can discuss the work their child has missed with the teacher so that they can support their child at home.
- Staff will use their discretion in setting homework when parents take holidays in term time.
- Parents who have queries about homework should make an appointment to see their child's teacher.

Inclusion and Equality

This policy has been reviewed with reference to the school's Inclusion and Equality Policy.

Review

This policy will be reviewed and updated every three years by staff and the Governing Body.