



Guiding us
step by step
into the future



Homework Policy

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Governor responsible	Claire Haynes
Sub-Committee responsible	Curriculum
Date agreed with staff	Feb 14
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Date agreed at Sub-Committee	Jan 14
Date approved at Governing Body	NA
Frequency of policy review	2 years
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Document Version Control

Issue Number	Issue Date	Summary of changes
1	Jan 14	New policy
1.2	February 14	SLT review

Work at home is an effective way of supporting progress for all primary age children. Homework is used to reinforce children's school work and also gives parents an opportunity to discuss school work with their children, providing some understanding of, and insight into, the curriculum.

Aims

Through this policy we aim to:

- Develop an effective partnership between the school and parents in pursuing the aims of the school (as with the home/school agreement).
- Encourage and enhance the work ethic.
- Consolidate and reinforce skills and understanding, particularly in literacy and numeracy.
- Enable parents to share in the life of the school.
- Encourage a feeling of self worth and help develop a sense of pride and achievement in an activity completed.
- Help prepare older children, particularly those in Years 5 and 6, for life at secondary school.
- Develop skills of independent learning, and this should increasingly become its main purpose

For the policy to be successful and to make the greatest contribution to learning, the following criteria will need to be met:

- The homework policy to be led by the SLT as part of the overall learning and assessment strategy.
- Tasks are carefully planned and structured to support progression in learning.
- There is consistent practice across the school, managing and marking homework (age appropriate).
- Pupils and parents are clear about what they need to do.
- Parents are treated as partners in their children's learning.
- There are high expectations of pupils in completing homework.
- Pupils receive prompt clear feedback on their work.
- The Homework Policy is regularly monitored and evaluated to check that it support pupils' learning in the best possible way.

The purpose of homework changes as children progress through the school. For children in Foundation Stage and Key Stage 1, work completed at home helps to develop a partnership with parents, involving them actively in their children's learning.

Short activities of different kinds, for example: rainbow writing, word boxes, simple games, learning spellings and learning number facts, provide a very important opportunity for young children to talk about what they are learning and to practise key skills in a supportive environment.

Other activities for older children might include:

- Finding out information.
- Reading in preparation for lessons.
- Preparing presentations.
- Written assignments.
- Maths activities.

Completion of Homework

A regular pattern should be established, particularly for literacy and numeracy. The policy is for homework to be set regularly. Children will need to complete the task within a set time. This policy supports and encourages children to attend after-school clubs as well as clubs such as Beavers, Brownies, Rainbows, etc., without one activity impinging on the other. A familiar routine, e.g. learning tables on Wednesday; spellings on Friday, etc. will help both pupils and parents.

On occasions, homework will need to be completed for the next day. However, when homework is set, it is important to monitor the demands on pupils so that they are as even and balanced as possible.

ICT

Pupils should be encouraged to use ICT if this is available to them, with older children being provided with opportunities to e-mail their homework in agreement with their class teachers. Teachers are not expected to print off homework for children.

Teachers may wish to draw on national or local support services in planning tasks e.g. BBC school's website and My Maths.

Management of Homework

Not all homework needs to be formally marked, but all homework must be acknowledged and recorded. There are many different ways of providing feedback other than through written comments, e.g. learning spellings for a test, sharing homework with the rest of the class, producing work for display etc.

Termly summary reports include a judgement on whether or not homework is regularly completed. Therefore, it is essential to keep accurate records to inform these judgements. Such records may be requested by a member of the Leadership team if a judgement is challenged.

Where homework is done together with parents, children will receive immediate feedback on what they are doing. In the case of independently completed tasks for teachers to ascertain understanding, it is appropriate that feedback is given. This may be through the next lesson, through tests, or through individual comments from the teacher.

Other strategies may include pupils reviewing their own work in small groups. Rewards, stickers, announcements in assemblies are important tools in maintaining pupil motivation.

Recommended time allocation for homework

Reception	Variable	Tasks/activities set in relation to the children's maturity
Years 1 and 2	15 mins 3x per week Up to 45 mins per week	Spelling practice, other literacy work and number work, number games, etc.
Years 3 and 4	20 mins 3x per week Up to 60 mins per week	Literacy and numeracy as for Year 1 and 2 with occasional assignments in other subjects.
Years 5 and 6	30 mins 3x per week	Regular weekly schedule with continued

	Up to 90 mins per week	emphasis on literacy and numeracy but also ranging widely over the curriculum.
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Parallel year group teachers should consult to ensure consistency of practice.

By the time children reach Year 6 their homework programme will cover a range of tasks and curriculum content, with a regular weekly schedule. Homework may well be set for the whole week with pupils expected to manage their time and hand in work on set days throughout the week. This approach benefits their learning and also ensures that, in relation to homework as much as other aspects, their transition to Year 7 is as smooth as possible.

Reading is not a homework task.

Above all other subjects, reading is a crucial aspect of school work and needs to be encouraged at all times. A child's written skills reflect the attitude to reading; a child who reads widely and with enthusiasm is often able to translate this into written work. Regular reading at home is vital. Children should be heard reading for approximately 15 minutes by a parent, or monitored by a parent in the case of older 'free reading' children, on a daily basis. Reading is in addition to homework. This needs to be recorded in the reading record book. The minimum expectation is 3 times per week. Lower than this should be recorded as not reading regularly at home.

Parents' role

Parents are fully informed of homework requirements and each child receives homework each week. However, amounts vary according to the age of the child. The parent is expected to support and encourage the child by giving time and support. The class teacher will ensure that details of a task to be done at home will be communicated clearly, as with any other messages about class activities.

Children benefit enormously from being able to discuss what they have done with their parents. This is not to suggest that the parent should spend time altering or correcting the child's work, but rather discuss it and suggest how it might be done differently or improved. Constructive comments enable the child to develop a better understanding of the work and reinforce what is taught in school.

Holiday absence - requests for homework.

The school's policy is that holiday should not be taken during term-time. Such absence is recorded as unauthorised absence and a penalty notice will be issued

in line with the school's Attendance Policy. The setting of work is seen to condone such absence and should, therefore, not be set.