



# Homework Policy

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May 2016

Approved by GB: June 2016

Next review due: February 2019

## Introduction

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As a school we believe that properly designed homework can play a valuable part in a child's education. Certainly, over a school career, homework can add a substantial amount of study time. Through this policy we aim to ensure consistency of approach throughout the school by outlining the purpose, types and amount of homework set. We recognise the fact that the purpose of homework may change as pupils get older and that the needs of the individual pupil should be taken into account. As a staff, we give careful consideration to making homework suitable and well balanced across the school.

We believe homework works best when:

- Children and parents/carers are very clear about what they need to do
- Parents and carers are treated as partners in their child's learning
- Tasks are carefully planned in year groups and with structures to support by progression in learning, as part of the school's schemes of work
- It builds on and helps to consolidate work done in class
- There is a regular programme so that everyone knows what is expected each week
- Homework is achievable by all pupils and adaptations are made where necessary
- There is consistency in expectation across the school

For our policy to be implemented successfully parental support is crucial and it is our intention to involve parents and carers in the implementation and monitoring of this policy.

## A Definition of Homework

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Homework is learning that will help with, reinforce and extend schoolwork. It can therefore be defined as work or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers. Homework should build on concepts and skills introduced in class and is an opportunity for the pupils to apply their knowledge/learning away from the school setting/teacher.

## The Purpose of Homework

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We set homework because:

- It helps the school develop an effective partnership between parents/carers and school
- It consolidates and reinforces skills and understanding, particularly in English and maths
- It extends school learning
- It is a way of using resources for learning of all kinds, at home, in the library or at other non-school based locations
- It encourages the development of confidence, self-discipline and the organisational skill pupils need to study on their own, and prepares them for the requirements of secondary school
- The belief that when you complete work in a different context, it strengthens the learning.

## Type of Homework

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The same principles guide homework as guide classwork. Homework should be stimulating, challenging, varied and adapted to the needs and skills of the pupils. The main focus of homework should be English (reading, spelling activities, oral and written tasks) and Maths (table facts, number games and written tasks) but other subjects may be added occasionally. Homework will not just mean formal exercises carried out by children without help from adults. Tasks will also be set which will involve parents/carers in joint activities as this is the most valuable in promoting children's learning.

Regular reading to and with parents/carers is vital. Our suggestion is that all children at our school should either read to their parents/carers or to be read to, for between twenty and thirty minutes a day. Help and guidance on what to read is available in the form of the Churchfields Reading Map.

Other homework tasks, differentiated where appropriate to take account of individual pupil's needs, might include:-

- Finding out information
- Reading in preparation for lessons
- Preparing oral presentations

- Written assignments
- Occasional 'finishing off' activities
- Research projects
- Reading tasks
- Consolidatory maths activities from the 'Maths – No Problem' maths homework books.
- Times tables practice
- Practice Papers

## Monitoring Homework

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Year Group Leaders will ensure that homework is carefully planned as part of medium and short term planning and that it is set in accordance with school policy. They will ensure the weekly homework sheet is completed and emailed to SLT on Thursday to be reviewed, prior to being emailed to parents on Friday. Class teachers will be responsible for setting and collecting homework for their own classes. This will include responding to parental comments and notes where appropriate. Teachers will not be marking homework tasks in detail as it is expected the tasks will have been discussed at home as homework is about learning at home. Where pupils regularly complete homework to a good standard, then teachers will use the school reward system and issue merits in recognition of their efforts. Teachers will give reminders and discuss lack of homework with parents of children who repeatedly fail to submit work. The school does not issue detention for children without homework.

## Special Needs

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Whilst it is important that children with a special need do as much in common with other children in the class, there will be occasions when it is more appropriate for them to do work which addresses their individual needs. Wherever possible these should be linked to their IEPs and should give plenty of opportunity for pupils to succeed.

## Timetable of Homework

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The precise amount of time spent on homework is much less important than the quality of the tasks set and the way that they are planned.

Broad guidelines however, on the amount of time pupils might reasonably be expected to spend on homework are as follows:-

English	(to include weekly spellings activities and daily reading for 20-30 minutes)
Maths	(to include mental (e.g. times tables practice) and/or written) up to 1 hour per week
Topic	(a range of activities linked to the termly themes)

Note Topic and English Activities can be interchangeable

Homework is set on Fridays of each week for submission by the following Thursday.

## The Role of Parent/Carers

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The support of parents and carers is vital for this policy to be successfully implemented. As a child moves through the school the type of homework they receive is likely to change and therefore the role of the parents/carers will also alter slightly. In general it is our hope that parents will:-

- Provide a reasonably peaceful, suitable place in which pupils can do their homework alone or with the help of an adult
- Make it clear to pupils that they value homework and support the school in explaining how it can help their learning
- Ensure homework is completed on time and if a task appears to be taking too long then stop
- Encourage pupils and praise them when they have completed homework
- Become actively involved in joint homework activities

- Go through homework with the child, encouraging the child to discuss their work, ticking the correct answers, and dotting/discussing the incorrect ones. Note down in the book areas children struggled to grasp. Your child's teacher will then review the homework and write a comment about their achievement if needed.
- Parents are responsible for helping the children to manage their homework, for example organisation of time, planning of completion of the tasks, talking to the children about their homework and marking their homework together. It is also important they provide feedback to their children, and where necessary, to the class teacher through written means in the homework books. Parents should respect the professional judgement of the teacher.
- Parents will communicate with staff if there are issues with the child and homework.

## Review

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This policy is reviewed by staff and governors at least every three years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.