



Homework Policy

1 Introduction

1.1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime or playing a Maths game are helping with homework.

2 Rationale for homework

2.1 Homework is a very important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skills of independent learning and personal organisation.

2.2 Homework can play a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

3 Aims and objectives

3.1 The aims and objectives of homework are:

- to enable pupils to make good academic progress
- to help pupils develop the skills of an independent learner;
- to help children develop good work habits for the future.
- to develop a partnership with parents and to promote cooperation between home and school in supporting each child's learning;
- to enable aspects of the curriculum to be covered in sufficient depth;

- to consolidate and extend the learning done in school, and to allow children to practise skills taught in lessons;

4 Types of homework

4.1 Staff and pupils regard homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.

4.2 We set a variety of homework activities.

Children working within the Early Years Foundation Stage have a homework wallet which includes a range of resources e.g. Phonics sounds and letters, key words, number line and shapes. It gives children the opportunity to practice at home and learn the sounds as well as forming the letters and numbers correctly. As the year progresses, in addition pupils will also be given a phonics or early Maths activity to do each week.

In the Early Years Foundation Stage and at Key Stage 1 we give children books to take home and read with their parents. We give guidance to parents on achieving the maximum benefit from this time spent reading with their child.

We also ask Key Stage 1 children to learn spellings, number bonds and multiplication tables as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying it in school. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library and the Internet.

4.3 At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.2, but we also expect them to do more tasks independently. Homework is set to ensure that prior learning has been understood. We set literacy and numeracy homework routinely, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to revise for formal assessments (tests).

In addition, using the flipped classroom model, homework may be used to prepare pupils for forthcoming lessons. This may include for example, exploring a particular stimulus prior to the session being delivered, such as a video or web resources, as a means of preparing the foundations for subsequent learning activities.

4.4 Homework completed well is acknowledged and praised. There may be issues arising from the work, which teachers will follow up with pupils individually.

5 Amount of homework

5.1 As they move through the school, we increase the amount of homework that we give the children.

Early Years Foundation Stage

Pupils in Reception are expected to spend 10-15 minutes per day reading or sharing a story with an adult. This increases from term 2 when an additional activity is set each week.

Key Stage 1

We expect children to spend approximately one hour a week doing homework, the bulk of which will be reading with a parent. Each child is provided with a reading diary which is checked twice per week. We encourage parents to record comments in the diary and make a record of reading undertaken. Time spent on homework will also involve completing a Maths, English or phonics consolidation task.

Key Stage 2

Children do a greater amount of homework in KS2 which includes preparation for Big Writing (when applicable) and the use of web-based digital applications.

Years 3 and 4

We expect children to spend approximately 10–15 minutes each day reading, 5–10 minutes learning spellings and times tables and up to 30 minutes per week completing English, Maths or occasionally, topic tasks. Children's completed homework is stored in homework files or books which are kept in the classroom.

Years 5 and 6

We expect children to spend approximately 30 minutes per day. Homework is set each Monday and collected each Friday. Greater flexibility of homework tasks is achieved through the use of 1:1 iPad provision and children create a digital portfolio of work which is stored locally on their device and through cloud-based solutions such as Showbie. We encourage the use of technology as a tool for greater engagement in learning at home. Spellings and times tables homework is set weekly. Topic homework, such as flipped learning, is set intermittently, including during holidays.

6 Inclusion and homework

6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. We are sensitive to pupils with special educational needs and set homework with a suitable level of challenge. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

7 The role of parents

7.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

7.2 If parents 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 headteacher. Finally, if they wish to

make a complaint about the school homework policy, or the way it is implemented, parents should follow the school's Complaints Policy.

8 Use of ICT

8.1 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing digital content they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. From time to time we supply details of suitable websites which will enhance pupils' learning experiences. Parents are advised always to supervise their child's access to the Internet.

8.3 We encourage the use of ICT applications at home for the purpose of presenting homework.

8.4 We subscribe to various digital providers such as Mathletics, Spag.com and Purple Mash and tasks may be set for pupils to complete at home.

9 Monitoring and review

9.1 A named member of staff is responsible for coordinating and monitoring the implementation of this policy. This is currently the headteacher. The coordinator may use this time to inspect samples of the children's homework and speak to children or parents.

9.2 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete questionnaires and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way homework is organised in our school.

9.3 This policy will be reviewed in two years, or earlier if necessary.

Signed:

Updated November 2017