



HOMEWORK POLICY

**This policy has been
approved by the
Governing Body**

Homework Policy

1 Introduction

- 1.1** Homework is anything that 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/carers to support children's learning. For example, a parent/carer who spends time reading a story to their child before bedtime is helping with homework.

2 Rationale for homework

- 2.1** Homework is an important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. Children benefit greatly from the mutual support of parents/carers and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents/carers. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the ways in which children can acquire the skill of independent learning.
- 2.2** Homework plays a positive role in raising a child's level of attainment. 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 wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3 Aims and objectives

- 3.1** 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 a partnership between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
 - to help children develop good work habits for the future.

4 Types of homework

- 4.1** We set a variety of homework activities which are set out clearly in the Learning Logs used by KS1 and KS2 children. EYFS expectations for home support in learning are specific to the needs of each child and generally do not require recording of information but are of a more practical nature. In the Foundation Stage and at Key Stage 1 we encourage children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to practice sounds, reinforce mathematic strategies taught and consolidate new learning as part of their homework in a range of ways to engage them in the homework process. Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons. When we ask children to study a topic or to research a particular subject, we encourage them to use the local library, the Internet and CD-ROMs. The school E Safety policy is referenced with the children on a regular basis.

4.2 At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph **4.1** but also include a focus on spelling strategies; we expect them to do more tasks independently at KS2 to develop themselves as 'self-starters' in their learning journey. We set literacy and numeracy homework routinely each week including a strong focus on home reading with an adult or another person at home. We expect the children to consolidate and reinforce learning completed in school through practice at home. We also set homework as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood.

5 Amount of homework

5.1 We increase the amount of homework given as children move through the school. We expect Key Stage 1 children to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in years 3 and 4 to spend approximately 15-20 minutes per night on homework and children in years 5 and 6 to spend approximately 30 minutes per night. This is in line with the DfES guidelines that were issued in 1998.

5.2 All children in KS1 and KS2 are provided with 'Learning Log' to complete their homework.

6 Pupils with special educational needs

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. If a child has special needs, we endeavor to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Provision Map.

6.2 Equal Opportunities: We are committed to building an anti-racist ethos where we promote equal opportunities for all our pupils, irrespective of race, colour, ethnicity, class, gender or disability.

7 The role of parents/carers.

7.1 Parents/carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents/carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best.

Parents/carers 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 We ask parents/carers to check the reading record and learning logs at least once a week and to sign as requested.

7.4 If parents/carers have any problems or questions about homework, they should contact the child's classteacher.

8 Monitoring and review

8.1 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 a questionnaire during the school's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our governing body may, at any time, request from our head teacher a report on the way homework is organised in our school.

Signed **Theresa O'Hara** **Date.....**
Headteacher

Signed **Adrian Morris** **Date.....**
Chair of governor

