

Homework Policy



1 Introduction

- 1.1 Homework is anything that children do outside the normal school day which 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 children's learning. For example, a parent who spends time reading a story to their child before bedtime is 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 time and resources available limit the educational experience that any school by itself can provide but may also limit the experiences available in the home. Children benefit greatly therefore from the mutual support of parents 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 and involving parents more closely in their children's education.
- 2.2 While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that can play an important part in the lives of children. We are well aware that children spend more time at home than at school, and we believe that they develop their skills, interests and talents to the full only 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;
 - help pupils develop the skills of an independent learner;
 - promote a partnership between home and school in supporting each child's learning;
 - enable all aspects of the curriculum to be covered in sufficient depth;
 - provide educational experiences not possible in school;
 - consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
 - help children develop good work habits for the future.

4 Types of homework

- 4.1** We set a variety of homework activities. In Nursery we send home a weekly library pack. Later in the year children may be asked to complete other tasks at home with their family linked to our learning in school. In Reception and in Key Stage 1 we encourage the children to read every night 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 expect Key Stage 1 children to learn spellings or mathematical 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 lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. In Year 1 and 2 children also receive one piece of English or Maths homework per week.
- 4.2** At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.1 but we expect them to do more tasks independently. English, maths and occasionally topic homework routinely each week and we expect the children to consolidate and reinforce learning done 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 that we give the children as they 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.

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 will adapt any task set so that all children can contribute in a positive way.

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 expect parents to encourage their child to complete the homework tasks that are set. We expect 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 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 problems or 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 contact the governing body by leaving a sealed letter at the office marked for the Chair of Governors.
- 7.3** Children who do not complete their homework will be expected to do it at breakfast club.

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 headteacher a report on the way homework is organised in our school.

Review: May 2017

Signed: S.Robson

Next Review: 2020