

## Policy on Homework

*Our mission as a church school is to be – loving, welcoming and succeeding with faith, family and friendship at the centre of all that we do. The key Christian values that are the core of our school life are forgiveness, creation, koinonia, reverence, service, wisdom, trust and endurance.*

### 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/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime 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. The government made clear its commitment to homework in the 1997 White Paper 'Excellence in Schools', in which homework was described as 'an essential part of good education'. 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/carers. 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 skill of independent learning.

2.2 Homework plays 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 that they develop their interests and skills to the full only when parents/carers 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 maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation 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 the 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 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 Refer to appendix 1 – Homework overview for parents.

#### **5 Amount of homework**

- 5.1 As they move through the school, we increase the amount of homework that we give the children.
- 5.2 Refer to appendix 1 – Homework overview for parents.

#### **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. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings to our school.

#### **7 The role of parents and carers**

- 7.1 Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers 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 and 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 and carers to complete the Reading Diaries each time a book has been completed at least once a week, and to sign it as requested.
- 7.3 If parents and carers 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.

#### **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 something 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. Our school website provides links to sites which will support the children's learning. Parents or carers are advised always to supervise their child's access to the Internet.

#### **9 Monitoring and review**

- 9.1 A named member of staff is responsible for coordinating and monitoring the implementation of this policy.
- 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 and carers complete a questionnaire each year, and during the school's Ofsted inspection,

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 in which homework is organised in our school.

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

**Signed:**

**Date ratified: Autumn 2017**

**To be reviewed: Autumn 2018**

## Homework Overview for Parents – Appendix 1

Homework is given to support children in becoming independent learners and is organised as appropriate for their year group. This should be either for consolidation or practise of current topics, or for revision of recent work. Class teachers will make individual arrangements with their classes for handing in and marking homework, but it will be marked in school, either by an adult or as a class exercise. All children are expected to complete their homework and hand it in on time. Although spellings, number bonds and times tables are weekly tasks it is a good idea to practise them daily. Other tasks are set with enough time to do them so that they can be managed around your own family arrangements.

Please give your child a quiet time and space to do their homework tasks and be on hand to support them if they need it, but don't do it for them. The timings are to make sure that children don't have to sit for hours doing their homework; *if they have tried their best then the time given below should be quite adequate*. If there is a particular area they have found difficulty with, please annotate the homework to let the class teacher know.

Year Group	Expectation of daily homework tasks	Expectation of weekly homework tasks	Resources
<b>Foundation</b>	Key words or reading task 10 minutes each night	Maths 10 minutes Literacy 10 minutes	Cards, games, worksheets, activities
<b>1</b>	Reading 10 minutes each night	Maximum of 12 spellings Number bonds or times tables Maths 10 minutes	Cards, games, worksheets, activities
<b>2</b>	Reading 10 minutes each night	Maximum of 12 spellings Number bonds or times tables Maths 10 minutes	Cards, games, worksheets, activities
<b>3</b>	Reading 10 minutes each night	Maximum of 20 spellings Number bonds and/or times tables Maths 15 minutes Literacy 15 minutes	Cards, games, worksheets, activities
<b>4</b>	Reading 10 minutes each night	Maximum of 20 spellings Number bonds and/or times tables Maths 15 minutes Literacy 15 minutes	Cards, games, worksheets, activities
<b>5</b>	Reading 10 minutes each night	Maximum of 20 spellings Mathematics 20 minutes Literacy 20 minutes Times tables	Literacy workbook or worksheets, maths worksheets or other activities
<b>6</b>	Reading 10 minutes each night	Maximum of 20 spellings Mathematics 20 minutes Literacy 20 minutes Writing task 20 minutes Times tables	Literacy workbook, maths workbook worksheets, open task