

Homework Policy



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Introduction

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 to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Rationale for homework

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', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school, by itself, can provide. 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. One of the aims of our school is for children to develop as independent learners. We believe that homework is one way in which children can acquire the skill of independent learning.

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. Out of school clubs and organisations can also play an important part in the lives of many children. 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.

Aims and objectives

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

Types of homework

We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the 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 ask Key Stage 1 children to learn spellings, mathematical tables or complete short tasks as part of their homework. We may 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 which toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children.

We may ask children to find and collect things that we then use in science lessons, and 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.

Children may also be asked to complete more formal written tasks or recorded mathematics work.

In Key Stage 2 we continue to give children the sort of homework activities outlined above but we expect them to do more tasks independently.

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.

Amount of homework

We increase the amount of homework that we give the children as they move through the school.

At the beginning of the year a letter will be sent home by each class teacher detailing the homework expectations for the year. Staff will monitor this at the start of the year to ensure continuity and consistency. Homework will not be set for children taking holidays during term time.

A rough guideline to the amount of time recommended for homework is as follows. The time should be spread over the week. Little and often (10 minutes daily), is the best policy for learning spellings and tables. Each class is also occasionally given the task of researching and finding out about new topics.

Reception	Daily reading, phonics and simple number games 15 minutes of additional homework given out on Fridays returned by next Wednesday
Year One	Daily reading, weekly spellings 1 piece of homework given out (20 mins) to be returned the following week
Year Two	Daily reading, weekly spellings, Arithmetic (including number bonds and times tables), occasionally SPAG work 1 piece of homework given out (20 mins) given out Wednesday to be returned following Monday
Year Three	Daily Reading, weekly spellings, times tables 1 page of maths homework, one reading comprehension , a short writing task given out Fri and handed in by following Weds with occasional topic/research projects given over the holidays
Year Four	Daily reading, spellings and times tables 1 piece of Maths (following maths books) or English homework given weekly (30 mins) and returned by the following week. There will be occasional science or topic work.
Year Five	Daily reading, weekly spelling, times tables 2 pieces – either Maths and English or Maths/ English and Topic work – 30 minutes Given out Friday and returned by following Weds
Year Six	Daily reading & reading challenges, spelling, tables Maths and English or topic research given out to be returned the following week

Pupils with special educational needs

Homework will be set to meet the needs of the majority of learners in the class. Children with a particular need may have their homework tailored to support their individual learning targets.

There may be times when children require additional practise, pre- teaching to enable curriculum access or work around vocabulary or key skills.

The role of parents/guardians

We ask that parents work with us to ensure that homework given is completed to a good standard and handed in on the day requested. Teachers take time to plan homework to support learning. We would expect all parents to support us in this and work alongside us to ensure that children meet their potential. Parents who feel that their child's homework is too hard for them should inform the class teacher in the first instance.

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 can support their child by providing a good, quiet working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. We recommend the following equipment be available at home: glue stick, pencil (pen) and pencil colours.

If parents have any problems or questions about homework, they are encouraged to, in the first instance, contact the child's class teacher. If questions are of a more general nature, they should contact the head teacher.

Our ICT suite is open to all parents who do not have access to technology at home. Parents should contact the office to ensure that the suite is opened for them.

An after-school homework club is offered to children in KS2 who need support to complete their homework. Children who are pupil premium and/or not meeting age related expectations will be focused on.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the Standards and Effectiveness Committee.

Parents complete a questionnaire and our governing body pays careful consideration to any concern that is raised at through these. Our governing body may, at any time, request from our head teacher a report on the way homework is organised in our school.

This policy will be reviewed every three years or earlier if necessary.