



Homework Policy

Date of Policy: January 2019

Date of Policy Review: January 2021

**Signed:
Headteacher**

**Signed:
Chair of Governors**

Equality Statement

In our school, we are committed to eliminate discrimination and advance equality of opportunity for all those with 'protected characteristics' under the Equality Act 2010, in relation to age, disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, sexual identity and marriage and civil partnership status. We will endeavour to foster good relations between all.

(Our full Equality Statement can be found on the school website)

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 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; 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.
- 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 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;
 - 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 explored in greater depth;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce learning done in school and to allow children to practise 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. In the Foundation Stage and at Key Stage 1 we encourage the children to enjoy literacy through the introduction of Letters & Sounds activities, the learning of songs and rhymes, listening to stories and 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 any time spent reading with their child. We also ask Key Stage 1 children to learn key words and spellings, mathematical tables or a brief weekly maths task as part of their homework.

- 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. Spellings and numeracy homework is to be completed each week and we expect the children to consolidate and reinforce learning done in school through practice at home.
- 4.3** Pupils from Year R up to Year 6 are set Home Learning Tasks every two weeks. These are linked to various areas of the curriculum. Children complete activities and bring their Home Learning Book in fortnightly. Outstanding work is celebrated in our Achievement Assembly.
- 4.4** We expect all children to read at least 3 times a week at home and for parents/carers to record reading in their child's reading log. Children receive rewards for reading at home.

5 Amount of homework

- 5.1** We increase the amount of homework that we give the children as they move through the school, although we do not put a time limit on the amount that we set in each year group.

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 endeavour to adapt any task set so that all children can contribute in a positive way. Homework club is run as a specific intervention for targeted children in both Key Stages.

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 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 Phase Leader or headteacher.

8 Monitoring and review

- 8.1.1** It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the Curriculum and Standards Committee. Our governing body may, at any time, request from our headteacher a report on the way homework is organised in our school.
- 8.1.2** This policy will be reviewed by the Governing Body every three years, or sooner if necessary.

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