



Homework Policy

Definition

Homework refers to any tasks set for children to complete outside school hours, either on their own, at a club, or with parents or carers.

Homework which is set by a teacher needs to be manageable for everyone as well as educationally beneficial.

All homework should be suited to meet the child's individual needs, including and special educational needs.

Rationale

- Homework has a positive impact on attainment and progress.
- Homework that is linked to classroom work tends to be more effective.
- Pupils will develop independent learning skills;
- Pupils will have additional opportunities to practice skills, increase knowledge and understanding and will be actively involved in their learning
- Parents will accept a shared responsibility for their child's learning.

Entitlement

All pupils are entitled to maximise their opportunity for learning. They should receive homework and/or preparatory tasks appropriate to their ability and age, and relevant to their needs in order to support their learning. This should not detract from their right to pursue other informal childhood activities.

Approach

When setting homework for their class, the teacher should consider the following;

- Use well designed tasks that are linked to classroom learning.
- Provide high-quality feedback to improve pupil learning.
- Clearly set out the aims of homework to children.
- Consider the quality of homework over quantity
- Understand and address any barriers to completion, such as access to learning device or resources.
- Monitor the impact of homework in pupil engagement, progress and attainment
- Seek to understand any barriers to completing homework; for example lack of a quiet space, of technology or learning materials.

Types of homework by age

NURSERY

Every Monday parents are sent a dojo message on class story outlining the weekly core text/book and activities to support the story. Parents are then encouraged to try some of the suggested activities throughout that week.

On a Friday a weekly round up is shared on class story and parents are encouraged to talk to their child about the learning that week. Parents to share a library book with their child each week. In addition to child's personal books, fiction books or an activity can be borrowed on a weekly basis from the nursery.

Examples of weekly activities

- a) jigsaw
- b) pictures to talk about
- c) nursery rhyme, number jingle to learn
- d) maths activity
- e) games, pairs, dominoes, etc.
- f) I-spy, colours and shapes
- g) Handwriting patterns

RECEPTION

Every Monday parents are sent a dojo message on class story outlining the weekly core text/book and activities to support the story. Parents are then encouraged to try some of the suggested activities throughout that week.

On a Friday a weekly round up is shared on class story and parents are encouraged to talk to their child about the learning that week.

- Children to take home a reading book for daily reading, plus a library book.
- Learning the phonics from that week's teaching
- Learning to read the Reception high frequency words
- Weekly homework activity which may be maths, letter formation, topic based etc

KEY STAGE 1

- A literacy task, including spellings, a reading-related task, comprehension activity, written task etc)
- A Maths task, including time to practise times tables and number bonds
- One set of spellings to practise spelling rules and extend vocabulary
- Daily home reading including guided choice of fiction/non-fiction books.

KEY STAGE 2 (Y3 – Y6)

Key Stage 2

Homework will include:

Reading – Children have a reading journal to record their comments about their books

Spellings- one set of spellings to practice

A literacy task including ; spellings, a reading-related task, comprehension activity, written task, research

A numeracy task including ; times tables to learn, maths activities to undertake, problem solving, etc.

Additional topic-based tasks or projects, to enhance topic work done in class

Mathletics/EdShed/TT Rockstars etc (computer-based tasks)

As children progress towards Year 6 they may often be given additional activities and this will also include SATs revision. It is expected that parents encourage greater independence as children move into upper Key Stage 2.

Notes:- Year 6 children may be given some additional revision materials in preparation for their SATs tests in May.

Setting and Marking of homework

In setting and marking tasks, teachers should:

- ❖ Plan and record tasks in their short term curriculum planning;
- ❖ Set tasks which are matched as far as possible to the abilities of the children; including those with SEN.
- ❖ Give reasonable time for its completion;
- ❖ Ensure homework is marked in line with the school's marking policy;
- ❖ Provide feedback to children on their progress and ways to improve.

Roles and responsibilities

The headteacher and governing body will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy annually and making appropriate updates as required.
- Informing new parents about the this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Marking homework and giving feedback to pupils.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Setting homework that is consistent across classes.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with SEN are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

Monitoring and Evaluation

Policy is subject to regular review and evaluation by the Senior Management Team, in response to government guidelines, school targets, overall levels of attainment, and the quality of children's work.