

## Homework Policy

### 1 Introduction

- 1.1 By the term 'homework', this policy refers to anything children do outside the normal school day that contributes to their learning, in response to requests or 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 supporting their learning in a very valuable way.
- 1.2 Homework is a very important part of a child's education, and can add much to a child's development. The government makes clear its commitment to homework, it regards it as an essential part of good education. We believe that homework can help to make links in pupils' learning and to enable them to become lifelong learners, not simply regarding learning as something which goes on at school.
- 1.3 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 partnership and 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.
- 1.4 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 family and leisure activities, and participating in various clubs and organisations which play an important part in children's lives. 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.

### 2 Aims and objectives

- 2.1 The aims and objectives of our homework policy are:
  - to ensure a consistent approach to the use of homework across the school;
  - to inform parents and carers about our approach to homework and to promote partnership and co-operation between home and school in supporting each child's learning;
  - to help to enable pupils to make maximum progress in their academic and social development;
  - to help pupils develop the skills of independent learners;
  - to help children to understand that the world of learning extends beyond the school, and to make links between their experiences in school and those gained outside school;
  - 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 practise skills taught in lessons;
  - to help children develop good work habits for the future.

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#### **3 Types of homework**

- 3.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.
- 3.2 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we provide books for children to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings or mathematical facts as part of their homework. Sometimes, we 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 what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take work home that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the internet and CD-ROMs.
- 3.3 At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 3.2, but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to prepare for occasional tests, as well as to ensure that prior learning has been understood.
- 3.4 Homework is marked according to the general school Marking Policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.
- 3.5 We recognise that children have individual learning styles, which means that some tasks, for example, research, can be completed in a number of different ways, while others demand a particular approach or method, for example, mathematical calculations.

#### **4 Amount of homework**

- 4.1 As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing homework, although this may well be in addition to reading and enjoying books 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.

#### **5 Inclusion and homework**

- 5.1 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 have special educational needs, we refer to those pupils' Individual Education Plans (IEPs), if applicable, and take their individual needs into account.

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

- 6.1 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 check what homework has been set, to use their child's home-school diary and to encourage their child to complete the 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.
- 6.2 We ask parents and carers to check the home-school diary at least once a week, and to sign it as requested.
- 6.3 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.

#### **7 Use of ICT**

- 7.1 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.
- 7.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents or carers are advised to always supervise their child's access to the internet.
- 7.3 We discourage children from bringing their own computer software or memory sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is emailed to the teacher at school.

#### **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 and carers complete a questionnaire each year, and during the school's Ofsted inspection, which asks questions about parents' views on homework. The 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.
- 8.2 This policy will be reviewed every three years or more often if necessary.

**Signed:**

**Date:**