



## **Homework Policy**

In order that our pupils can attain the highest standard (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and academy. Homework is just one of the ways in which we seek to foster this partnership. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

### **Aims and Objectives**

Regular, well planned homework can:-

- To enable pupils to make maximum progress in their academic and social development;
- Develop good work habits and self discipline for the future
- Encourage skills and attitudes which help children improve their educational performance
- Help parents gain insight into their child's schoolwork and promote partnership between home and academy.
- Provide opportunities for individualised work and develop skills of independent learning
- Offer access to resources not found in academy (public libraries, local museums etc.)
- To consolidate and reinforce learning done in academy and assist in preparation for future class work.
- Provide a context for pupil/parent interaction.

Homework is seen as 'an essential part of good education that supports children's development as independent learners'. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

### **What is Homework?**

Homework should not be a chore, but children should see it as an extension of their schoolwork. There may be occasions when some tasks are more challenging or difficult than

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usual as 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. We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:-

- Reading with a parent
- a family visit to a local museum
- finishing off work from the class
- undertaking individual research for a project at the local library
- learning number facts (times tables)
- Literacy activities both written and verbal
- being an active member of a sports club or youth organisation
- going swimming

It can be seen from this list that homework can be a two way process. Teachers may ask for tasks to be done at home, but are delighted to learn about children's success in other aspects of their lives and will seek to recognise this in academy.

### **What the academy will offer:**

During each term of the academy year every parent receives an invitation to meet with their child's class teacher to discuss progress and areas of study to be undertaken in relation to the National Curriculum. These discussions will include information about the types of homework which might be set by academy as well as indicating activities parents might wish to develop with their children.

When teachers set homework they will ensure that:-

- It is always clearly related to current areas of study within the classroom.
- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- In upper KS2 it is supported by homework diary in which children and parents can note success and record any problems encountered.
- Time scales for completion and submission are explicit.
- Work is marked as promptly as possible.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- The impact of homework upon the standards of children's attainment is monitored and included in the report to parents.
- Opportunities for the regular, formal evaluation of homework are provided for teachers, parents and children as part of the on-going consultation arrangements.
- All children will be expected to complete tasks. They will be given an opportunity to succeed in this through using a homework session in academy leisure time if they continually fail to complete it.

## Types and amount of homework

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

Foundation stage - Reception: (approximately 1 hr each week)

- Spelling books (returned weekly)
- Reading daily

Key Stage One: (approximately 1 hr each week)

- Spelling books (returned weekly)
- Reading daily
- Literacy work
- Maths work

Years 3 and 4: (One and a half hours per week)

- Spelling books (returned weekly)
- Reading daily
- Maths work
- Literacy work

Years 5 and 6 (30 minutes a day)

- Spelling books (returned weekly)
- Reading daily
- Maths work (x2)
- Literacy work (x2)
- Other subject x 1

Children in year 6 may be given more if it is felt it will support their learning as they approach the SATs

This is in line with DFEE for KS1 and KS2 guidelines as issued in 1998.

Children who do not complete their homework may be asked to stay in to do so at the teacher's discretion

Older children who do not do homework may be given an after academy detention in which to complete their homework

If a child persistently does not complete homework then the teacher may contact the parents and ask to speak to them in order for academy and home to work in partnership for the benefit of the child.

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## **The Role of Parents**

Parents need to discuss with their children the following questions:-

When is it a good time to do any homework?

Where is the best place for homework to be done?

What helps concentration?

How long should my homework take me?

Should I ask for help with my homework, even when it is finishing work started in class?

Who should I ask for help and how much help should I expect?

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the work.

The boundary between what many parents see as constructive help and what children view as interference, is indistinct and can vary from day to day. Parents need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed plus what form this might take.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If they wish to make a formal complaint about the academy homework policy or the way it is implemented; parents should put their complaint in writing as stated in the Complaints Procedure Policy.

## **Pupils with special educational needs**

We set homework for all children as a normal part of academy life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavor to adapt any task set so that all children can contribute in a positive way.

## **Monitoring and Review**

It is the responsibility of the governing body to agree and then monitor the academy homework policy. The governing body may, at any time, request from the head teacher a report on the way homework is organised in the academy.

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