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| Written / Adopted Date | December 2016 |
| This policy complies with WBC guidance | Yes |
| Linked Policies | Homeschool Agreement, Marking Policy, SEN Policy, |
| Written By | School |
| Date shared with Staff | January 2017 |
| Date Ratified by Governors | 17/01/17 |
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Homework Policy

Rationale

Learning at home is an essential part of good education. Regular homework is important as it gives pupils the opportunity to:

- Consolidate at home the tasks covered in class, deepening understanding and helping them to work towards improving important skills.
- Provides an opportunity to prepare for learning to come.
- Helps children and young people to become confident and independent in their learning, which will help throughout their time at school and in adult life.

Homework activities are an important part of the home/ school partnership.

For homework to have an impact on children's learning, it needs to be well planned, usually in advance, and have an allocated, timetabled slot in the curriculum. This allows it to be managed effectively and contributes to the challenge of raising attainment.

Purpose

We aim to:

- develop children to enjoy learning and become life long learners
- ensure consistency of approach throughout the school
- ensure progression towards independence and individual responsibility
- ensure parents and carers have a clear understanding about expectations for themselves and the pupils
- extend and support learning
- provide opportunities for parents and pupils to work in partnership and enjoy learning experiences
- ensure the individual needs of children are taken into account

Broad Guidelines

Homework is set regularly and the amount increases as the child gets older. Homework will be set as follows:

- **Nursery** - 5-10 minutes a night, when possible but at least 3 times a week
- **Reception** -10 minutes 5 times per week
- **KS1**
Years One - 1 hour spread over the week
Year Two - 1 hour spread over the week building to 1 ½ hours
- **KS2**
Year Three- 1 ½ hours spread over the week
Year Four - 1 ½ hours spread over the week
Year Five - 2 ½ hours spread over the week

Year Six - 2 ½ hours spread over the week

Special Educational Needs and Exceptional Performance.

Children whose educational needs vary significantly from their year group's normal range of expectations will follow an individual home learning plan to address their needs. The plan will be agreed between teachers, pupils, parents and carers and reviewed termly.

Equality

All children should have access to home learning. Please refer to the schools Equality Policy.

1. Type of homework to be set each week

| Year Group | Homework activity |
|-------------------|---|
| Nursery | Sharing books, counting, maths games, nursery rhymes and songs, fine and gross motor skill development activities (from the homework booklet) |
| Reception | Daily reading Maths tasks Plus choice of activities from the homework booklet |
| Years 1/2 | One piece per week: English, maths, science or topic work Daily reading |
| Years 3/4 | One from: grammar or punctuation spelling task One from: maths science topic Daily reading |
| Year 5/6 | One from: grammar or punctuation spelling task One from: maths science topic Daily reading This will increase for Y6 as the year progresses |

2. Home work is differentiated to take account of different learning styles and abilities.
3. Staff will support this policy by:
 - providing a range of homework tasks and activities to consolidate and extend learning in class;
 - ensuring that children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability;
 - marking one piece of work which will be sent back to parent/child;
 - planning homework tasks in advance ;
 - having an allocated homework slot in the timetable to provide information and feedback to the children each week;
 - providing regular homework on a set date and a clear indication of when it is due to be returned.
4. Parents will help to support children by;
 - providing somewhere peaceful for children to work without the distractions of television, other family members, pets etc.;
 - providing a suitable place, equipped with a comfortable chair, clear table space, good light;
 - providing encouragement and support to children when they require it;
 - supporting the school in explaining to the children that homework is valued and aids learning;
 - encouraging pupils and praising them when homework is completed;
 - being actively involved in the homework of younger children in particular;
 - signing and dating their child's homework in home school planner when they are satisfied that it is of an acceptable standard;
 - communicating with the class teacher about any difficulties or problems the child has encountered.
5. Pupils are expected to:
 - make full use of the opportunities they are presented with;
 - tackle home tasks promptly and with a positive attitude;
 - take pride in presentation and content, acknowledging the high personal standard expected;
 - be organised so that necessary books , equipment and handheld devices are not left at school or at home on day of return;
 - take responsibility for handing in completed tasks on the agreed day.

6. Marking and Feedback to pupils, parents or carers:

Foundation Stage:

Feedback will be given through the use of the planner. The teacher and parents/carers can use this as a method of communication.

Key stage 1 and 2:

Pupils, parents and carers can expect feedback from the teacher on one piece of homework each week. The other pieces of homework will be peer/self marked, signed or stamped by the

teacher. Children will have a home link planner which parents can use to communicate with the class teacher.

Teachers are interested to know how children carried out activities, where they were too hard/ too easy/ interesting/ challenging etc. The home link book is an ideal place for parents, carers and teachers to record any comments. Parents may also comment on whether the time allocation was appropriate or whether the activity was too short/ too long. Parents are invited to discuss any queries with the class teacher.

It is important that this information is communicated between school and home, in order for homework to have an impact on the raising of standards of achievements, allowing the children to aspire to greater heights!

Home – School Homework Agreement

Name of child: _____

Class: _____

School Commitment to Homework

Each teacher will:

- provide a range of homework tasks and activities to consolidate and extend learning in class;
- ensure that children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability;
- plan homework tasks in advance;
- one piece of work will be marked and returned.

Home Commitment to Homework

Parents will:

- provide somewhere peaceful for children to work without the distractions of television, other family members, pets etc.
- provide a suitable place, equipped with a comfortable chair, clear table space, good light;
- provide encouragement and support to children when they require it;
- support the school in explaining to the children that homework is valued and aids learning;
- encourage pupils and praise them when homework is completed;
- be actively involved in the homework of younger children in particular;
- sign and date their child's homework when they are satisfied that it is of an acceptable standard;
- communicate with the class teacher of any difficulties or problems the child has encountered.

Children will:

- make full use of the opportunities they are presented with;
- tackle home tasks promptly and with a positive attitude;
- take pride in presentation and content, acknowledging the high personal standard expected;
- be organised so that necessary books and equipment are not left at school or at home on day of return;
- take responsibility for handing in completed tasks on the agreed day.

I agree/ do not agree to help support my child with their homework tasks.

Signed _____