



# Homework Policy

Autumn Term 2022

Review Date: Autumn 2024

## Introduction

As a school we believe that homework can play a valuable part in a child's education. Certainly, over a school career, homework can add a substantial amount of study time. Through this policy we aim to ensure consistency of approach throughout the school by outlining the purpose, types and amount of homework set. We recognise the fact that the purpose of homework may change as pupils get older and that the needs of the individual pupil should be taken into account. As a staff, we give careful consideration to making homework suitable and well balanced across the school.

We believe homework works best when:

- Children and parents/carers are very clear about what they need to do
- Parents and carers are treated as partners in their child's learning
- Tasks are carefully planned in year groups and are structures to support by progression in learning, as part of the school's schemes of work
- There is a regular programme so that everyone knows what is expected each week
- Children receive clear feedback on their work
- Homework is achievable by all pupils

For our policy to be implemented successfully, parental support is crucial and it is our intention to involve parents and carers in the implementation and monitoring of this policy.

## Definition of Homework

Homework is learning that will help with schoolwork. It can therefore be defined as work or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers.

## The Purpose of Homework

We set homework because:

- It helps the school develop an effective partnership between parents/carers and school
- It consolidates and reinforces skills and understanding, particularly in literacy and numeracy
- It extends school learning
- It is a way of using resources for learning of all kinds, at home
- It encourages the development of confidence, self-discipline and the organisational skill pupils need to study on their own, and prepares the requirements of secondary school.

## Type of Homework

The same principles guide homework as guide classwork. Homework should be stimulating, challenging, varied and adapted to the needs and skills of the pupils.

The main focus of homework should be literacy (reading, spelling, oral and written tasks) and numeracy (table facts, number games and tasks) but other subjects will be added as children move through the school. Homework will not just mean formal exercises carried out by children without help from adults. Tasks will also be set which will involve parents/carers in joint activities as this is the most valuable in promoting children's learning.

Regular reading to and with parents/carers is vital. Our suggestion is that all our primary aged children should either read to their parents/carers or to be read to, for between twenty and thirty minutes a day. Other homework tasks, differentiated where appropriate to take account of individual pupil's needs, might include:

- Finding out information
- Reading in preparation for lessons
- Preparing presentations
- More traditional written assignments
- Creative topic work

### Amount and Timetable of Homework

The precise amount of time spent on homework is much less important than the quality of the tasks set and the way that they are planned. Broad guidelines however, on the amount of time pupils might reasonably be expected to spend on homework, and the days on which it will be set, give a useful framework for both teachers and parent/carers.

Each Junior child will be given a homework diary in which to record their tasks on the day that they are set.

The homework expectations for each year group will be as follows:

Reading (daily for 20-30 minutes)

Literacy (to include weekly spellings practice)

Maths (to include mental (e.g. times tables practice) and/or written)

Topic (a range of activities linked to the termly themes)

Infant children will focus on reading, spelling and phonics homework tasks. Year 2 children will be given more formal homework activities within the summer term as part of the transition to juniors.

### The Role of Parents/Carers

The support of parents and carers is vital for this policy to be successfully implemented. As a child moves through the school the type of homework they receive is likely to change and therefore the role of the parents/carers will also alter slightly. In general, it is our hope that parents will:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework alone or with the help of an adult
- Make it clear to pupils that they value homework, support the school in explaining how it can help their learning
- Ensure homework is completed on time and sign the homework diary as appropriate (again, we hope that these diaries will provide a way for parents/carers to communicate concerns to the class teacher)
- Encourage pupils and praise them when they have completed homework
- Become actively involved in joint homework activities

### Special Needs

Whilst it is important that children with a special need do as much in common with other children in the class, there will be occasions when it is more appropriate for them to do work which addresses their individual needs. Wherever possible these should be linked to their individual action plans and should give plenty of opportunity for pupils to succeed.