



We want every child to be happy, caring and successful

Homework 2017-2018

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2003

We believe that homework is a number of tasks or activities which pupils are asked to do on their own or with their parents in order to reinforce curricular objectives and learning outcomes.

We believe homework consolidates and reinforces skills and understanding in English, Maths and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We consider homework should be:

- interesting and rewarding for all children;
- linked directly to a lesson
- integrated into everyday planning and set by the class teacher;
- differentiated to cater for individual children's learning needs;
- clearly understood so that children understand when, what and how the work is to be done;
- marked and fed back to the children promptly

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

We agree with those parents who feel that homework should not be excessive and that children should be allowed time to build social relationships. It is very important that children have spare time for themselves in order for them to develop their character, skills and qualities to be successful in later life.

We do not want to see homework damaging children's education and their home life by it creating tension between parents and children. We believe that there must be a balance with children doing some homework and time for them to explore, experiment and enjoy learning without them feeling pressurised.

We must not overdo the amount of homework that is given to children as they need some time to relax and recover after their day in school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To reinforce curricular objectives and learning outcomes by setting interesting tasks or activities.
- To create a strong partnership between home and school.
- To familiarise parents with the nature of class work.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Teaching and Learning Committee and to the Headteacher to oversee the development of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the Senior Leadership Team and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- promote this policy by raising its status and importance;
- ensure that homework is built into teachers planning;
- ensure the amount of homework is not an excessive amount;
- provide supportive guidance for parents;
- keep up to date with new developments with regard to homework;
- make effective use of relevant research and information to improve this policy;
- work closely with the link governor and the Senior Leadership Team;
- monitor the effectiveness of this policy speaking with pupils, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy

Role of the Teachers

Teachers must:

- integrate homework into their planning;
- set homework appropriate to each child's needs and abilities;
- set interesting tasks or activities;
- explain when, what and how the work is to be done so that each child clearly understands;
- provide feedback in line with the Teaching and Learning policy.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;

- annually report to the Governing Body on the success and development of this policy

Role of Parent/Carers

Parents/carers are asked to:

- sign the Home-School Agreement;
- praise the value of homework to their children;
- provide a suitable space in their home where their children can concentrate on their homework;
- establish a homework routine such as no television;
- provide materials pens, pencils etc.;
- go through the homework before their child starts and discuss the completed work when finished;
- make the experience pleasurable;
- find time to work with their child or be at hand if a problem arises;
- discuss, encourage and praise their child's efforts;
- contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;
- ensure they get feedback on all homework tasks or activities;
- complete an annual evaluation form on homework for the school to monitor and evaluate

Role of Pupils

Pupils are asked to:

- complete their homework and hand it in on time;
- make sure they understand what is asked of them;
- make sure they get feedback on their homework;
- complete an annual evaluation form on homework for the school to monitor and evaluate;
- highlight to the School Council any ideas they may have to improve homework

Homework Expectations

All homework tasks and activities this year will be designed to consolidate and reinforce knowledge, skills and understanding in English and Maths.

Foundation 2

- Reading with your child, your child reading aloud to you at least 4 times a week
Spring and Summer Terms: Practising reading 'Key Words' and counting in 2s, 5s and 10s

Key Stage 1 (Years 1 and 2)

- Reading with your child, your child reading aloud to you at least 5 times a week
- Maths work every fortnight
- Learning the 2s, 5s and 10s multiplication tables (year 1)
- Knowing the 2s, 5s, 10s and 3s multiplication tables facts (year 2)

Key Stage 2

Years 3 and 4

- Reading with your child, your child reading aloud to you at least 5 times a week

- English work focused upon spelling, punctuation and grammar every fortnight (up to 30 minutes)
- Maths work every week (up to 30 minutes)
- Knowing the 2s, 5s, 10s, 3s, 4s and 8s multiplication tables facts (year 3)
- Knowing all of the multiplication tables facts to 12x12 (year 4)

Years 5 and 6

- Reading aloud to you at least once a week, reading at least 4 times a week independently
- English work focused upon spelling, punctuation and grammar every fortnight (up to 45 minutes)
- Maths work every week (up to 45 minutes)
- Continual practise of recalling all of the multiplication tables facts to 12x12 (years 5 and 6)
- Additional work will be set throughout the year for year 6 children to help the children prepare for the SATs and secondary school.

Homework will be given out on a Thursday and expected to be completed for the following Tuesday.

Feedback

All children receive prompt feedback on their homework in a variety of forms such as:

- verbal
- written
- class discussion
- praise and recognition during Key Stage Assemblies or at the Friday Celebration Assembly

Parents are asked to:

- give teachers any feedback they feel might be useful;
- encourage their children to talk about the feedback they have received;
- contact the school if they have any concerns

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Senior Leadership Team, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Teaching and Learning
- Home-School Agreement

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Revised September 2017

