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# Homework Policy

**Reviewed** January 2016

**Next review** January 2017

**Committee responsible** Curriculum

We believe that homework is a key aspect of learning and, when planned carefully, can have a positive impact on school and home. Homework helps children to improve important skills. We believe that homework is a valuable opportunity for children to share with their parents/carers what they have been doing at school.

Homework is a valuable supplement to the learning experience of all students in the school. It has a number of different purposes:

- To develop independent learning skills e.g. thinking and researching
- To prepare students for the demands of independent study and coursework later in their schooling
- To prepare for subsequent lessons/assessments
- To consolidate or extend what is learnt in lessons
- To involve the parents/carers in the learning of their child

Through this policy, which has been written in conjunction with parents, pupils and staff, we aim to:

- Ensure a consistent approach across the school
- Ensure progression towards independence and individual responsibility
- Ensure parents/carers can support their child more effectively
- Extend and support learning

- Provide opportunities for parents/carers and children to work in partnership and enjoy learning experiences

For homework to be a positive experience it needs to be a partnership where all stakeholders understand their roles. To help achieve this, the respective roles are set out below:

Role of the Head teacher	<p>The Headteacher will:</p> <ul style="list-style-type: none"> <li>- Promote this policy by raising its status and importance</li> <li>- Ensure that homework is built into teachers' planning</li> <li>- Provide supportive guidance for parents</li> <li>- Keep up to date with new developments with regard to homework</li> <li>- Monitor and evaluate this policy</li> </ul>
Role of the teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> <li>- Integrate homework into their planning</li> <li>- Set interesting tasks and activities</li> <li>- Set homework appropriate for each child</li> <li>- Explain when, what and how the work is done so that each child clearly understands</li> <li>- Provide opportunities for sharing of homework tasks in class and provide feedback</li> </ul>
Role of the parents/carer	<p>Parents/ carers are asked to:</p> <ul style="list-style-type: none"> <li>- Support the homework set</li> <li>- Read with your child and sign their bookmark.</li> <li>- Support the school in explaining to children that homework is valued and aids learning.</li> <li>- Encourage pupils and praise them when homework is completed.</li> <li>- Be actively involved in the homework of your child.</li> <li>- Make the experience pleasurable</li> <li>- Discuss, encourage and praise</li> <li>- Contact the class teacher/ school if you are not sure of some aspect of the homework or your child is experiencing difficulty doing it</li> <li>- Judge whether your child has done enough and write a note for the class teacher should you think they have worked long enough even if they haven't finished</li> </ul>
Role of the children	<p>Children are asked to:</p> <ul style="list-style-type: none"> <li>- Complete their homework and hand it in on time</li> <li>- Listen carefully in class to make sure they understand what is asked of them</li> </ul>

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|  | <ul style="list-style-type: none"><li>- Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate</li><li>- Make sure they get feedback for their homework</li><li>- Complete homework using appropriate writing materials</li><li>- Have a go at all homework activities</li></ul> |
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To enable us to meet the aims of this policy there will be a development in expectation and approach to homework as pupils move through the school. This will ensure pupils have the chance to develop the necessary skills to become gradually more independent and to prepare them for transition to High School.

### **Guiding Principles**

1. When homework is set there will be a minimum of 4 days to complete it so pupils can plan effectively when best to do it
2. Maths, English (including spellings and reading) and Science will be a focus in both key stages. All other subjects will be covered through a project approach on an annual cycle
3. All project work will be accompanied with assessment criteria and expectations so pupils and parents/carers are clear on what can be done to achieve different standards
4. The project work will develop in complexity and diminish in guidance as the pupils move through the school
5. Homework will not be set during holidays as the focus of this should be family time. The exception to this will be when pupils are preparing for key assessments

## Key Stage 2 Expectations and Arrangements

In years 5 and 6 pupils will receive between 3-4 hours of homework per week. This will include at least an hour of reading time, part of which should be shared aloud with parents.

The rest of the weekly time will be made up of:

Literacy	2 x activities (one of which will be spelling)
Numeracy	At least 1 numeracy homework
Science	At least 1 Science homework per week
Foundation subjects	2 x activities per week from that half term's subject project

To ensure breadth and diversity of homework, and to avoid periods of excessive homework, foundation subjects will be set on a rota through the year. At Key Stage 2 these will be set tasks each week that build to a project to be handed in before each half term. Where subjects are combined in the table below they will work together to set the tasks so there is only one homework activity per week. All work set will develop the subject skills in those areas and be relevant to the

	Subject 1	Subject 2
Autumn 1	Music/Computing	DT/Art
Autumn 2	LJ/Humanities	
Spring 1	Music/Computing	DT/Art
Spring 2	LJ/Humanities	
Summer 1	Music/Computing	DT/Art
Summer 2	LJ/Humanities	

work being covered in class.

All activities should last between 30-45 mins. Parents/carers are in the best position to judge whether their child has worked long enough and hard enough. Some pupils will enjoy extended learning and want to spend longer on some tasks; this is not expected. Should you feel your child has completed enough to a good standard and still not finished then please stop them and leave a note for their class teacher to that effect.

### Key Stage 3 Expectations and Arrangements

In years 7 and 8 there is a need to increase the expectation for homework to prepare the pupils fully for High School. Routines and independence should be as developed as possible to enable them to cope with the transition to the expectations of High School and the level of homework they will receive.

The expectation is that pupils will receive between 5-6 hours of homework per week. This will still include at least an hour of reading time. The rest of the weekly time will be made up of:

Literacy	2 x activities (one of which will be spelling)
Numeracy	2 x activities (no more than one of which will be mymaths)
Science	1 x activity
Foundation subjects	1 x French Up to 3 x activities per week from that half term's subject project

To ensure breadth and diversity of homework, and to avoid periods of excessive homework, foundation subjects will be set on a rota through the year. At Key Stage 3 these will be more open ended project tasks giving some choice to pupils and requiring them to plan their time carefully using the guidelines above for weekly expectations. Where subjects are combined in the table below they will work together to set the tasks so there is only one homework activity per week. All work set will develop the subject skills in those areas and be relevant to the work being covered in class.

	Subject 1	Subject 2	Subject 3
Autumn 1	DT	LJ/Humanities	
Autumn 2	Music	Art	Computing
Spring 1	DT	Art	LJ/Humanities
Spring 2	Music	Art	Computing
Summer 1	DT	LJ/Humanities	
Summer 2	Music	Computing	

All activities should last between 30-45 mins. Parents/carers are in the best position to judge whether their child has worked long enough and hard enough. Some pupils will enjoy extended learning and want to spend longer on some tasks; this is not expected. Should you feel your child has completed enough to a good standard and still not finished then please stop them and leave a note for their class teacher to that effect.

### **Equal Opportunities and Additional Needs**

Homework activities will be differentiated, where appropriate, to ensure the needs of pupils are best met. Work/projects produced by children is valued and celebrated through display, discussion, assemblies.

### **What will happen if children don't complete their homework?**

Homework is not a behavioural issue and is therefore not linked to the Behaviour Policy. Blips are not given for not doing homework but there is an expectation that pupils will complete their homework. It is the responsibility of the subject teacher to follow up homework to ensure its completion. There may be occasions where the child will miss some lunchtime if they have not completed their homework.

If, for any reason, pupils are unable to complete their homework, parents or carers should provide the class teacher with a note or contact the class teacher explaining why the homework has not been completed on the day that the homework was due to be returned to school. Teachers will keep records of children completing homework and these records will be checked on a regular basis. A comment will be made on the pupil's annual report.

If a pupil has difficulty with the work, then we would expect them to ask for support from the class teacher before the due date to ensure they are able to complete the work, or alternative work can be given. This is useful information as it informs the teacher about the independent capabilities of the pupil.

### **Monitoring the effectiveness of this policy**

The effectiveness of this policy will be reviewed annually or when the need arises and the necessary recommendations for improvement will be made to the governors.