



St. Margaret's-at-Cliffe Community Primary School

Homework Policy

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Signed : _____ Chair of Governors

Signed : _____ Headteacher

Equality

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation; age or beliefs as defined within existing equalities legislation (please see 'Single Equality Scheme').

1 Introduction

1.1 Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parent/carers to support children's learning. For example, a parent/carer who spends time reading a story to their child before bedtime is helping with homework.

2 Rationale for homework

2.1 Homework is a very important part of a child's education and can add much to a child's development. The Government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parent/carers and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parent/carers. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the ways in which children can acquire the skill of independent learning.

2.2 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. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations and family life that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full when parent/carers encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3 Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting and valuing each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning undertaken in school and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future.

4 Policy into Practice

4.1 We set a variety of homework activities.

4.2 Reading

We encourage the children to read in all key stages by giving them books and reading based activities to take home to read/complete with their parent/carers every day. We give guidance information to parent/carers, attached within the Home-School Reading Record, to help them achieve the maximum benefit from this time spent reading with their child. Reading a book is in addition to the work outlined below.

4.3 Reception Class

4.3a Children in the EYFS complete a 'Love to Learn' book with their families. This provides a secure home/school link and supports the requirements of the EYFS curriculum.

4.3b Children in Reception Class will bring home Soundmats to assist with phonics practice as well as handwriting practice sheets. Your child can also bring home a maths challenge card. We would encourage you to do one together at least once a week.

4.4 Key Stages One and Two

4.4a In Key Stage One we set English **or** mathematics homework routinely each week in order to allow the children to consolidate and reinforce learning in school through practice at home. In Key Stage Two we set English **and** mathematics homework routinely each week.

4.4b We may ask children to work on spellings as part of their homework.

4.4c Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we may ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children.

4.4d Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it.

4.4e When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and the Internet.

4.4f On occasion teachers may set research – based projects – these may be in the form of portfolios, leaflets, posters or models.

4.4g All homework tasks in all Key Stages will have written instructions for the parent/carers' reference; even if the homework task does not result in a written outcome. Number work will include a worked example so that parents can see the method being taught.

4.4h The homework is completed in a homework book which travels back and forth from school to home. Children in Key Stage Two are expected to use a blue Berol

Handwriting Pen to complete their work and to use a pencil and ruler for underlining from when they receive their 'pen licence' during Year 3.

4.4i Homework is set on a Friday with return due on the following Wednesday for classes 1-6 and Thursday for Class R. Children may bring in earlier if completed prior to Wednesday or Thursday.

5 Amount of Homework and Response

5.1 We increase the amount of homework that we give the children as they move through the school. We expect all children to read at least 10 minutes per day with an adult at home. Other homework tasks may be completed in one sitting or spread across the time available – families are to organise this as best fits in with their routines.

5.2 A variety of responses will be used following the setting and collecting in of homework. Homework will be marked by the Class Teacher or Teaching Assistant. The mark can be viewed by the parent/carer the following week when homework books are returned. Speaking and Listening presentations may be used for spoken language assessment. Some homework tasks may result in a test being taken at school. Home/School Reading Records will be checked regularly by school staff.

5.3 No child will ever be punished for not completing homework tasks, however, all children will be encouraged to complete homework and those who do may be rewarded with house points or stickers depending on the arrangements within individual classes. Teachers will keep a record of who has completed homework – this will be used to inform planning and parent/carers consultation meetings.

6 Pupils with special educational needs

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

7 The role of parent/carers

7.1 Parent/carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parent/carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parent/carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. If we are aware of a child who is not able to complete homework tasks due to social/environmental factors we will endeavour to provide time and/or access to computers/books in school – perhaps during lunchtime should the child wish.

7.2 If parent/carers have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented parents should contact the Governing Body.

8 Monitoring and review

Governors will monitor this policy annually. Governors will also pay careful consideration to any concern that is raised by parent/carers, including related to homework. Our Governing Body may, at any time, request from our Headteacher a report on the way homework is organised in our school.