

# **St Mary's C of E School**

## **Homework Policy statement**



**Date agreed:**

**Signed:**

**Headteacher:**

**Signed:**

**Chair of governors:**

**Date for review:**

## 1. Rationale

This policy statement was discussed and agreed by all staff. Guidance on homework is found in the Staff Handbook September 2014-5

This statement links with the school aims which are to:

- Provide a broad and balanced curriculum within a variety of learning environments that develop individual potential.
- Build positive relationships with our immediate school community, national and international community and for the school to be a hub of learning in the community

## 2. Aims of homework policy

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help continue to raise standards of attainment
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Maths and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

- The nature and type of homework changes throughout a pupils school career.
- Amount and frequency of homework should increase as a pupil gets older.
- Homework should not cause undue stress on the pupil, family or the teacher.
- It will not necessarily come in the form of a written task.
- Homework should be set regularly from the Foundation Stage to Year 6.

### 3. Responsibilities

Before setting homework, class teacher need to consider what they expect the child to achieve and how the work set will be accessible to the individual child. Careful thought is given to differentiate the homework appropriately either through the task set, expected outcome or the quantity of homework given.

Class teachers also need to:

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work, at a pre-school parents meeting or at an open evening if possible.
- To set up regular homework in an easily followed routine.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To mark homework when necessary and give feedback to pupils.

*Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.*

### **Role of the Head teacher and Governing Body**

**The head teacher and governing body need to:**

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.

- To discuss with staff how far the policy is being successfully implemented.
- To inform new parents to the school so that they are aware of the home/school agreement and what it entails.

### **The role of parents and carers**

#### **Parents and carers need to:**

- To sign the home school agreement dealing with homework.
- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

The head teacher and subject leader may request homework folders for monitoring and scrutiny.

#### 4. Procedures and practise:

##### **Recommended Time**

##### **Recommended Time Allocation**

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school.

The following are government recommendations as appropriate time allocations for homework activities.

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

It is important for children and families that we are consistent in our approach to homework across the school.

Foundation stage	Key stage 1	Key stage 2 class 3 and 4	Key stage 2 class 5	Key stage 2 class 6
Daily reading Daily sound work	Daily reading Spelling Maths or literacy once a week	Daily reading Spellings Times tables Maths and literacy once a week.	Daily reading Spellings Times tables Maths and literacy once a week.	Daily reading Spellings Times tables Maths and literacy two to three times a week. Children keep homework diaries in preparation for secondary school.
Topic homework – one per term	Topic homework – one per term	Topic homework – one per term	Topic homework – one per term	Topic homework – one per term

Arrangements for homework are sent out at the start of term in the first newsletter. We will also inform parents about any weeks when homework is not given e.g. end of term when the children are busy with other school activities.

Topic homework will be rewarded for effort with certificates to all children and work displayed around school for other classes, parents and visitors to see. Exceptional topic homework will be celebrated in our school newsletter.

#### 5. Monitoring and evaluation

This policy will be revisited annually in the staff handbook at the start of the year and any alterations made. It will be formally evaluated every two years.

#### 6. Meeting Individual Needs

The school is committed to ensuring that all homework set is appropriate to the individual different needs of the children. Pupils may need to be set homework that challenges their learning, whereas other pupils may need homework to reinforce skill and concepts covered in school. Staff follow the Dyslexic Friendly School Policy for setting and marking homework.

## 7. Support for homework

As part of our recognition for homework as an integral part of learning at St. Mary's School the school offers a weekly homework club. For children in Key stage 2.

Homework planners are used in Year 6 so children take more responsibility and to ensure children are ready for homework at secondary school.

## 8. Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. At St Mary's we are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

## 9. Absence and homework

If children are absent due to illness we will not send homework home. We would assume the child was too ill to work.

- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **In such circumstances the teacher should consult the Head Teacher first.**

## 10. Health and Safety including risk assessments and e safety

Any homework involving the internet should take into account the school e safety policy.

## 11. Links to other policies

This policy links to our curriculum and teaching and learning policies.