



# Homework Policy

**Great Barton C of E Primary Academy  
Homework Policy**



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This homework policy gives guidance to both teachers and parents about what is expected of them on a weekly basis. Homework is defined as 'any work or activity which pupils are asked to do outside lesson time, either on their own or with parents, in response to requests or guidance from the school'.

### **1.1 Introduction**

Homework is a very important part of a child's education, and can add much to a child's development. The Government makes clear its commitment to homework, and regards it as an essential part of good education.

We recognise that the educational experience that any school can provide is limited by the time and resources available; children can benefit greatly from the complementary learning that they do at home. Homework is an important example of partnership and cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that homework is one way in which children can acquire the skill of independent learning.

Homework plays a positive role in supporting learning at school through additional practice of key skills and extension of learning, which helps to raise a child's level of attainment and rates of progress.

We 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 family and leisure activities, and participating in the various clubs and organisations which play an important part in children's lives.

### **1.2 Aims and objectives**

The aims and objectives of our homework policy are:

- to ensure a consistent approach to the use of homework across the school;
- to inform parents and carers about our approach to homework and to promote partnership and co-operation between home and school in supporting children's learning;
- to enable pupils to make maximum progress in their academic and social development;
- to help pupils to develop the skills of independent learners;
- to help children to understand that the world of learning extends beyond the school, and to make links between their experiences in school and those gained outside school;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning in school, and to allow children to practise skills taught in lessons, particularly in English and mathematics;
- to encourage pupils as they grow older to develop the confidence and self-discipline needed to study independently prior to transferring to secondary school.

### **1.3 Types of homework and recommended time allocations**

Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.

#### Early Years

In the early stages of a child's education, we expect parents to read regularly (daily) with their children, modelling a wide variety of language and types of text (e.g. fiction, non-fiction, poetry).

Once children are ready, we expect parents to listen to children read regularly (daily) and to practice sounds, key words and basic number skills as appropriate for the child's stage of development.

### Key Stage 1

For children in Year 1 and 2, we set a variety of homework activities which may include: daily reading, practice spellings, mathematical facts to learn (number bonds and times tables in particular) or games to play, Mathematics activities set by the teacher, optional activities to support the development of writing – e.g. writing journals.

### Key Stage 2

In Years 3 to 6, we continue with the homework activities outlined for Years 1 and 2, but we expect pupils to do more tasks with increasing independence. We set English and maths homework routinely each week, and we expect the children to consolidate and reinforce learning in school with practice at home. We also set homework as a means of helping the children to prepare for occasional tests, as well as to ensure that prior learning has been understood. Homework may also be set to prepare for new learning or to extend learning.

Homework is marked according to the general school marking and feedback policy. Homework completed well is acknowledged and efforts praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

We recognise that some tasks are open-ended and can be completed in a number of different ways, while others demand a particular approach or method. Where appropriate, guidance is sent home to inform parents.

A rough guideline to the amount of time recommended for homework is as follows. The time should be spread over the week; little and often is the best policy for learning spellings and times tables:

Years R, 1 and 2 - 1 to 2 hours per week, including reading practice

Years 3 and 4 - 2 to 3 hours per week, including reading practice

Years 5 and 6 - 30 minutes a day.

#### **1.4 Record Books**

All pupils have a reading record book, in which parents, teachers and teaching assistants can make comments about reading and related learning. Older children (KS2) have a homework diary or planner in which the homework is recorded, either by them, the teacher, or by a teaching assistant, and in which parents/carers and teachers may make any relevant comments.

#### **1.5 Inclusion and homework**

We set homework for all children as a normal part of school life. For children with special educational needs or disabilities, we endeavour to adapt tasks set (if necessary) so that all children can contribute in a positive way. When setting homework for pupils with special educational needs or disabilities, we refer to Individual Education Plans (IEPs), if applicable, and take individual targets into account.

There may be occasions when teachers are preparing pupils for end of year national checks and tests; in these circumstances, homework is set at the expected standard for the year group – this is to help pupils work through test type tasks and questions in order to prepare for tests. This should be done as independently as possible in order for the teacher to assess gaps in learning.

We welcome feedback from parents/carers to ensure that the needs of all pupils are met appropriately.

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

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to use their child's reading record and/or home-school diary to ensure that tasks have been completed in time. Parents and carers can support by providing a good

working space at home, explaining homework if necessary but encouraging children to work independently on tasks set, by visiting the library regularly, supervising Internet use and by discussing completed work together.

We ask parents and carers to check the reading record daily and the KS2 home–school diary or planner weekly.

If parents and carers have any 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.

### **1.7 Use of ICT**

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. It is important, however, that pupils produce their own work, perhaps by editing something they have found, or by expressing it in their own words. Children are strongly discouraged from merely downloading and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents or carers are advised to supervise access to the Internet.

Some of the most important educational software that we use in school can be bought by parents or carers on a home-user licence. This ensures that children are using age-appropriate software in their work at home. The school will supply interested parents or carers with details.

### **1.8 Monitoring and review**

The headteacher is responsible for co-ordinating and monitoring the implementation of this policy, by monitoring samples of the children's homework and teachers' planning.

It is the responsibility of our governing body to agree and monitor the school homework policy. The policy will be reviewed every two years or earlier if necessary.

Policy agreed: Spring 2017

Review: Spring 2019

Signed



(Head Teacher)

Signed



(Chair of Governors)

Date: May 2018