

## Homework Policy

Date agreed by Governors: \_\_\_\_\_

Review date: 17<sup>th</sup> July 2015

Governor signature: \_\_\_\_\_

Date of next Review: September 2017

### General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

### Mission statement:

St Michael's VC School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

### School aims:

At St Michael's we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life where they are able to learn how to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life

To achieve these aims all learners, staff, parents and governors will work together to promote our **core values** of peace, courage and respect.



# Homework Policy

## 1 Introduction

- 1.1 The governors and staff of St Michael's CE (VC) School believe homework consolidates and reinforces skills and understanding in Mathematics, English 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.
- 1.2 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.
- 1.3 We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'
- 1.4 A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for Secondary school. Most of the homework is provided for completion over the course of a week so it can be made to fit around family lifestyles and commitments.

## 2 Aims and objectives

- 2.1 We believe that homework benefits pupils by:
- reinforcing concepts and skills taught in school;
  - enabling pupils to revisit aspects of the curriculum;
  - encouraging children to read to their parents;
  - providing an opportunity for parents to become involved in their child's learning;
  - helping to demonstrate to children that learning can take place in many environments.
  - promoting learning at home as an essential part of good education.
  - helping children and young people to develop skills and attitudes they need for successful lifelong learning.
  - supporting the development of independent learning skills, including the habits of enquiry and investigation.

## 3 Commitment

### 3.1 Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Children and learning Committee and to the Head teacher to oversee the development of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### 3.2 Role of the Headteacher

The Headteacher will:

- promote this policy by raising its status and importance;
- ensure that homework is built into teachers' planning;
- provide supportive guidance for parents;
- keep up to date with new developments with regard to homework;
- monitor and evaluate this policy



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### 3.3 Role of the Teachers

Teachers must:

- integrate homework into their planning;
- ensure the homework tasks are accessible on the school website
- set tasks or activities;
- set homework appropriate to each child;
- explain when, what and how the work is to be done so that each child clearly understands;
- provide feedback in line with the school's marking policy

### 3.4 Role of Parents/Carers

Parents/carers are asked to:

- sign the Home-School Agreement indicating their support for homework;
- 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;
- contribute to school evaluation so the school can monitor and evaluate its effectiveness

### 3.5 Role of Children

Children are asked to:

- complete their homework and hand it in on time;
- listen carefully in class to make sure they understand what is asked of them;
- make sure they get feedback on their homework;
- highlight to the School Council any ideas they may have about homework;
- complete their homework using appropriate writing materials;
- have a go at all their homework activities within homework journals

## 4 Types of Homework

4.1 All homework tasks and activities are designed to consolidate and reinforce skills and understanding in Mathematics and English and enhance cross curricular teaching.

## 5 Feedback

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

- verbal
- written (in line with marking policy)
- class discussion
- praise and recognition during an achievement assembly

5.2 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



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### 6 **An overview of the homework schedule** (Reception to Year 6)

6.1 Homework is set on a Monday for collection on Friday, unless the class teacher informs parents of alternative arrangements. All Homework activities are available to view on the school's website and are posted the Friday before the Monday they are given out in class.

#### **Reception**

- Reading daily to a parent/carer for a period of 5 – 10 minutes (this time scale includes time to talk about the book).
- Word lists based on words from their reading books or phonics group.

#### **Year One and Year Two:**

- Reading daily to a parent for a period of 10 – 15 minutes (this time scale includes time to talk about the book).
- Spellings to learn, set and tested on a weekly basis.
- One numeracy task (which may include times tables to be learnt in preparation for a weekly test).

#### **Year Three and Year Four:**

- Reading to a parent (or sustained silent reading) at least three times a week for a period of 15 – 20 minutes this time scale includes time to talk about the book).
- Spellings to learn, set and tested on a weekly basis
- One numeracy task (which may include times tables to be learnt in preparation for a weekly test).

#### **Year Five:**

- Reading to a parent (or sustained silent reading) at least three times a week for a period of 20 – 30 minutes (this time scale includes time to talk about the book).
- Spellings to learn, set and tested on a weekly basis
- One numeracy task (which may include times tables to be learnt in preparation for a weekly test).

#### **Year Six:**

- Reading to a parent (or sustained silent reading) at least three times a week for a period of 20 – 30 minutes (this time scale includes time to talk about the book).
- Spellings to learn, set and tested on a weekly basis
- One numeracy task (which may include times tables to be learnt in preparation for a weekly test).

6.2 For those children who wish to extend their learning at home, teachers may provide additional voluntary tasks and activities.

### 7 **Forgotten and incomplete Homework**

7.1 It is our experience that children forget to bring back their homework on occasions. In such an instance the child will be expected to return their homework on the following school day. In cases where this does not occur, the child may be kept in at lunch times to complete the work set, for a maximum of 30 minutes. This time gives the child a chance to complete their homework tasks and receive support from an adult should they require it. It is also designed to promote a positive work ethic in school and at home, which the school believes the children will need in readiness for their Secondary education and adult working life.



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- 7.2 If a child fails to return his/her homework over a period of three weeks the child's parents will be invited into school to discuss with the teacher possible ways of encouraging their child to do his/her homework.
- 7.3 When homework is handed in incomplete, the child will have their homework returned to them for completion, to be handed in on the following school day. In cases where this does not occur, the child may be kept in at lunch times to complete the work set, for a maximum of 30 minutes. In cases where the child may require some support to complete a homework task from an adult in school, the class teacher will aim to provide appropriate support (for example, working with the child during their lunch time).
- 7.4 In Key Stage 2 we expect children to be reading at home at least three times a week. Each time a child reads to an adult, the adult should sign their reading record book so that teachers can record how many times a week they have read. Should a child not read three times a week (which will be calculated on a Monday for the previous week), the child may be kept in on the Monday lunch time to read, for a maximum of 30 minutes.

### **8 Inclusion**

- 8.1 In accordance with Bournemouth Authority's policy on inclusive education, the Governors and staff of St Michael's Church of England Primary School are committed to making homework accessible to all pupils. The expectations of completing homework tasks are the same for all pupils.

### **9 Differentiation**

- 9.1 It will be necessary to provide differentiated tasks to suit different abilities and to meet the requirements of all pupils. Providing differentiated tasks will also make it possible for the homework task to be completed independently.
- 9.2 As a rule, a class teacher will be expected to provide up to, but no more than, three differentiated tasks. This is in keeping with general classroom practice. However, where a teacher would make provision beyond the three differentiated groups in the classroom, similar provision should be made to provide homework to the same child or group of children.
- 9.3 There will be instances when the same homework task will be suitable for all pupils.

### **10 Special educational needs**

- 10.1 It is the responsibility of the class teacher to set appropriate homework for all pupils and to provide tasks that can be undertaken independently. Whenever necessary, the class teacher should provide differentiated tasks for pupils with special educational needs.
- 10.2 The Special Educational Needs Co-ordinator should liaise closely with class teachers to co-ordinate homework tasks for pupils who may receive extra support.

### **11 Equal opportunities**

- 11.1 The Governors and staff of St Michael's Church of England Primary School believe in providing all pupils, regardless of race, gender or ability, with the same opportunities. We extend this belief to our Homework policy and believe that it forms a fundamental part of our mission statement.



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### **12 English as an Additional Language (EAL)**

12.1 The Governors and staff of St Michael's Church of England Primary School are committed to providing all our pupils access to homework. We recognise that we have a substantial number of children who speak English as an additional language and need to make provision for them to access homework tasks. Class teachers will use strategies such as giving extra oral explanations, providing differentiated tasks or asking older EAL pupils to explain a homework task in their mother tongue.

### **13 Monitoring the Effectiveness of the Policy**

13.1 The effectiveness of this policy will be reviewed every two years or when the need arises, and the necessary recommendations for improvement will be made to the governors.

