



Yelvertoft Primary School

Homework

| Date | Review Date | Coordinator | Nominated Governor |
|--------|-------------|-------------|----------------------|
| Nov 16 | Sept 18 | Mel Servent | Curriculum sub group |

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2003

We believe that homework is a number of tasks or activities which pupils are asked to do on their own or with their parents in order to reinforce curricular objectives and learning outcomes.

We believe homework consolidates and reinforces skills and understanding in numeracy, literacy 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.

We consider homework should be:

- interesting and rewarding for all children;
- linked directly to a lesson
- integrated into everyday planning and set by the class teacher;
- differentiated to cater for individual children's learning needs;
- clearly understood so that children understand when, what and how the work is to be done;
- marked and fed back to the children promptly

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.

We agree with those parents who feel that homework should not be excessive and that children should be allowed time to build social relationships. It is very important that children have spare time for themselves in order for them to develop their character, skills and qualities to be successful in later life.

We do not want to see homework damaging children's education and their home life by it creating tension between parents and children. We believe that there must be a balance with children doing some homework and time for them to explore, experiment and enjoy learning without them feeling pressurised.



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We must not overdo the amount of homework that is given to children as they need some time to relax and recover after their day in school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To reinforce curricular objectives and learning outcomes by setting interesting tasks or activities.
- To create a strong partnership between home and school.
- To familiarise parents with the nature of class work
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;



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- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- promote this policy by raising its status and importance;
- ensure that homework is built into teachers planning;
- ensure the amount of homework is not an excessive amount;
- provide supportive guidance for parents;
- keep up to date with new developments with regard to homework;
- make effective use of relevant research and information to improve this policy;
- work closely with the coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy speaking with pupils, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy

Role of the Teachers

Teachers must:

- integrate homework into their planning;
- set interesting tasks or activities;
- set homework appropriate to each child's needs and abilities;
- explain when, what and how the work is to be done so that each child clearly understands;
- provide feedback in line with the marking and feedback policy;
- not give an excessive amount of homework.

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;
- read to their children every day;
- provide a suitable space in their home where their children can concentrate on their homework;



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- 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;
- ensure they get feedback on all homework tasks or activities;

Role of Pupils

Pupils are asked to:

- complete their homework and hand it in on time;
- 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 to improve homework

Types of Homework

All homework tasks and activities are designed to consolidate and reinforce skills and understanding in numeracy and literacy. These will include regular reading and spelling practice as well as topic based projects and activities. The homework will include practical activities as well as recorded tasks.

Time Allocation

We recommend the following time allocation:

| Foundation/Key Stage 1 | Years 3 and 4 | Years 5 and 6 |
|------------------------|--------------------------|--------------------------|
| Up to 1 hour per week | Up to 1.5 hours per week | Up to 2.5 hours per week |

These time allocations include time spent on short daily reading and spelling practice.

Feedback

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

- verbal
- written
- class discussion



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- praise and recognition during an achievement assembly

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

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body via Headteacher;

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school personnel
- communications with home such as weekly newsletters

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed every two years or when the need arises by the coordinator, the Headteacher.



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A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

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| Headteacher: | | Date: | November 2016 |
| Chair of Governing Body: | | Date: | |



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