

Kingswode Hoe School

Homework Policy

This document outlines the Homework Policy at Kingswode Hoe School and offers guidelines and suggestions for its implementation. To an extent it formalises and expands current practice and is part of the wider partnership between parents and schools exemplified within the Home/School Agreement. The school is grateful to parents for the high level of support with their child's learning.

Rationale

Our approach to homework is individual for each pupil. By encouraging children to work on carefully selected activities at home, progress can be made. Research suggests that it is not the quantity of homework which is critical to children's progress at school, but the quality of time spent between parent and child on an activity. The involvement of parent and carers is crucial to children's achievement. This may mean regularly set literacy, numeracy, or subject specific tasks **OR** time set aside for parents and carers to engage in 1:1 activity with their child in order to develop their social and emotional well-being. Homework must be appropriate for both the pupil and their family. Homework should not place undue pressure on the child, the parent/carer or the teacher, or create unnecessary confrontation.

Purposes of homework

- To involve parents and carers in their children's academic and social learning
- To motivate pupils to become active learners
- Help inform parents of what their children can do and their next steps
- Take advantage of the home context to extend and apply skills learned in school
- Encourage children to talk about their learning
- Extend time for learning and provide opportunities for extra practice of skills introduced in school
- Enhance children's independence and self-motivation

Homework should

- Be organised as extra-merit tasks
- Be clearly explained and obvious to both children and parents
- Be relevant and link learning in the classroom with learning in the home
- Consolidate or extend what is being taught in school, either social skills or academic learning
- Be enjoyable and not a chore

Expectations

For **some** pupils it will be appropriate to include the following types of extra-merit Tasks:

- Reading - to a parent, another adult or themselves.
- Maths - addressing or consolidating concepts covered in class and creating opportunities to apply to real life situations.
- Spelling - addressing gaps and expectations.
- Subject specific work given by specialists eg. in humanities, arts or technology.

For **other** pupils it will be appropriate to include the following types of extra-merit Tasks:

- Social skills practise with a parent or carer
- Playing games that develop dexterity, word confidence or maths skills
- Attending afterschool clubs
- Being read to by a parent or carer
- Completing exercises to develop core muscle groups or areas of weakness
- Listening to an audiobook
- Doing craft activities with a parent/carer
- Helping with activities or appropriate jobs around the home

It will be the class teacher's responsibility to ensure that the demands of homework are manageable for both child and parent.

Homework Club

A member of staff facilitates a homework club during one lunchtime each week and pupils who find homework challenging or need extra support are encouraged to attend.

Rewards and sanctions

Pupils should be rewarded for completing extra-merit tasks. Once completed, merits will be added by staff to the individual pupil merit tally. This can be used by the class teachers to motivate pupils to become more self-directed in their homework and complete more set tasks. Teachers will also reward pupils' achievement with stickers, certificates, and treats.

While the emphasis is always to be placed on the rewarding of completed work, it may be appropriate to encourage pupils to complete incomplete tasks set in school. This will not apply to all pupils. We aim by encouraging a positive attitude to homework and setting tasks that are appropriate to each child and their family, this will not often be required.