



Homework Policy

This homework policy has been written in the light of comments retrieved from parental questionnaires and parental consultations.

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 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 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.'

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, fortnight or term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables, spellings are proven to be better when completed in shorter daily sessions.

Foundation (Reception)	<ul style="list-style-type: none"> ✓ Children should read at home three times a week and this should be recorded in their home school book. Children can of course read more than this if they want! ✓ Children will have phonemes and tricky words to practice each week. This is best done for a short time every day. ✓ Optional maths activity
Year 1	<ul style="list-style-type: none"> ✓ Children should read at home every other day as a minimum. As before, reading should be recorded in their reading diary. ✓ Children will have weekly phonemic based activities ✓ Children will usually have a maths task based on the week's activities or a topic based activity
Year 2	<ul style="list-style-type: none"> ✓ Children should read every other day and once a week should complete a reading response activity ✓ Children will have a weekly spelling focus based activity related to the rules and patterns they are studying in class ✓ Children will usually have a maths task based on the week's activities or a topic based activity
Year 3	<ul style="list-style-type: none"> ✓ Children should read five times a week as a minimum and respond to their reading once a week in greater depth to develop their higher order reading skills and knowledge ✓ Children will have a weekly spelling activity

	<ul style="list-style-type: none"> ✓ Children will have a weekly math task
Year 4	<ul style="list-style-type: none"> ✓ Children should read five times a week as a minimum and respond to their reading once a week in greater depth to develop their higher order reading skills and knowledge ✓ Children will have a weekly spelling focus based activity ✓ Children will have a weekly task which will have a maths focus
Year 5	<ul style="list-style-type: none"> ✓ Children should read every day and respond to their reading once a week in greater depth to develop their higher order reading skills and knowledge ✓ Children will have a weekly spelling focus based activity ✓ Children will have a weekly maths and English task
Year 6	<ul style="list-style-type: none"> ✓ Children should read every day and respond to their reading once a week in greater depth to develop their higher order reading skills and knowledge ✓ Children will have a weekly spelling focus based activity ✓ Children will have a weekly activity related to learning number facts and in particular will focus on building up their ability to recall rapidly ✓ Children will complete a weekly English and maths task ✓ Children will have SATs revision related tasks when appropriate

Part of the graduated approach means that the length of time needed to complete home work will increase as children move through school. Guidance and timings will be placed in the front of homework books.

Children within intervention groups may be expected to complete a task related to the work undertaken in their lessons instead of the class task.

Pupils may also have the opportunity to complete a more extended project when appropriate.

Role of the Governing Body	<p>The Governing Body has:</p> <ul style="list-style-type: none"> ✓ delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy; ✓ responsibility for the effective implementation, monitoring and evaluation of this policy.
Role of the Headteacher	<p>The Headteacher and Senior Leadership team will:</p> <ul style="list-style-type: none"> ✓ promote this policy by raising its status and importance; ✓ ensure that homework is built into teachers planning; ✓ provide supportive guidance for parents; e.g. leaflets on how to help with maths, spelling, reading; ✓ keep up to date with new developments with regard to homework; ✓ monitor and evaluate this policy.
Role of the Teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> ✓ provide parents and children with a homework timetable; ✓ integrate homework into their planning; ✓ set interesting tasks or activities; ✓ set homework appropriately differentiated to the needs of 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 marking and feedback policy
Role of Parents/Carers	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> ✓ praise the value of homework to their children;

	<ul style="list-style-type: none"> ✓ 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 promptly 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.
Role of Children	<p>Children are asked to:</p> <ul style="list-style-type: none"> ✓ complete their homework and hand it in on time; ✓ listen carefully in class to make sure they understand what is asked of them; ✓ contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate; ✓ 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; ✓ attend homework club at lunchtime or after school if they have been unable to do their homework.
Types of Homework	<ul style="list-style-type: none"> ✓ All homework tasks and activities are designed to consolidate and reinforce skills and understanding in learning with a particular emphasis on basic skills, knowledge and understanding in maths and English.
Feedback	<p>All children should receive prompt feedback on their homework in a variety of forms such as:</p> <ul style="list-style-type: none"> ✓ verbal ✓ written ✓ class discussion ✓ praise and recognition during an achievement assembly <p>Parents are asked to:</p> <ul style="list-style-type: none"> ✓ give teachers any feedback they feel might be useful; ✓ encourage their children to talk about the feedback they have received; ✓ contact the school promptly if they have any concerns
Monitoring the Effectiveness of the Policy	<ul style="list-style-type: none"> ✓ The effectiveness of this policy will be reviewed bi-annually or when the need arises, and the necessary recommendations for improvement will be made to the governors

Headteacher		Date	
Chair of Governors		Date	