

HOMework POLICY



Learning, Developing, Growing Together

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Signed:	
Position:	
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SPINFIELD SCHOOL

HOMEWORK POLICY

PURPOSE:

Homework consists of tasks which are set to be done outside the timetabled curriculum. In setting homework for children, we should aim to provide a relevant activity for them to do in which their parents can be involved and which can aid their general educational progress. It is clear that properly designed homework can play a valuable part in education, adding a substantial amount of study time to a pupil's school career.

THROUGH THIS POLICY WE AIM TO:

- Encourage pupils to develop the ability to study independently
- Stimulate interest and develop perseverance and self-discipline
- Allow practice, where it is needed, of skills learnt in the classroom
- Capitalise on facilities which are not available at school eg: research and information gathering
- Ensure parents/carers have a clear understanding about expectations from themselves and the children
- Develop the skills of personal organisation and responsibility
- Provide opportunities for parents, children and school to work in partnership

ORGANISATION:

- Homework assignments should be purposeful
- When setting assignments, account should be taken of the child's ability
- Homework should not be used as a form of punishment, although if a child fails to complete a task in school within a reasonable time, they may be asked to complete it at home
- Not all assignments will require marking. Some can be marked by the child. Where it is appropriate for work to be marked by a teacher, this should be done punctually and conscientiously. All homework will need to be carefully monitored. We cannot expect children to maintain or strive for high standards if we do not value the work they produce.
- Where children fail to cope satisfactorily with homework, parents should be contacted and their help sought. Instances where this does not lead to an improvement should be drawn to the attention of the Headteacher.
- Home/School books are used in Key Stage 1 and homework books are used in Key Stage 2.

THE TYPE AND AMOUNT OF HOMEWORK WHICH IS APPROPRIATE FOR PUPILS OF DIFFERENT AGES

Reception:

Children will regularly take home reading books, sight vocabulary and phonics which they will share or practise with parents. On occasions, they may be asked to carry out simple tasks or bring objects into class. Individual activities may be sent home for specific children.

Key Stage 1:

Two pieces of homework will be sent home each week. The tasks will be linked to learning in English and or maths. Children will regularly take home reading books which they will share with parents. Routine and more formal work will be set throughout the Key Stage. They also may be asked to carry out simple tasks or investigations which are appropriate to their classroom activities and individual needs. These will be accompanied by an explanatory note to parents. In addition, spelling/number bonds/times tables may be sent weekly.

Key Stage 2:

Year group	Subject	Expected time of completion
Three	Maths English	30 - 40 mins
Four	Maths English Project set to develop research skills	45 mins
Five	Maths English Reading Comprehension Project set to develop research skills	60 mins
Six	Maths English Reading comprehension Two projects set to develop research and independent learning skills	60 - 90 mins

Our on line learning platform will be used to set homework tasks across all year groups. Tasks may be set on a weekly basis or at the beginning of term for longer projects.

Projects in years 4, 5 and 6 will run alongside routine homework tasks.

These projects will be given an end date. If the project runs over a holiday, the end date will be at least 2 weeks after the holiday period has finished.

Formal homework will not be set over holiday periods. However, some class teachers may send homework packs for children to work on should they wish to do so in preparation for events such as assessments. There will not be a requirement for the child to return these packs to school. Children may also be invited to undertake projects for wider curriculum learning.

SPECIAL EDUCATIONAL NEEDS

Some children in mainstream schools may benefit from special tasks separate from the homework set for other children in the class. Tasks should:

- Have a very clear focus and time-guideline
- Give plenty of opportunities for pupils to succeed
- Help develop social as well as other skills where necessary
- Be varied and not purely written assignments
- Be manageable for teachers

THE ROLE OF THE PARENTS/CARERS

Parents/Carers are expected to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework, alone or, more often for younger children, together with an adult
- Make it clear to pupils that they value homework and support the school in explaining how it can help their learning
- Motivate pupils and praise them when they have completed homework
- Individual Provision Maps – be closely linked to targets set out in pupils' Individual Provision Maps
- Should encourage pupils to take responsibility for homework in preparation for the next phase in their education

- It would be really valuable if parents go over the homework with the children and, where appropriate, mark or make a comment.
- **THE ROLE OF THE PUPIL**
- Listen carefully to homework instructions
- Write down clearly what they are required to do for homework
- Take homework home
- Taking home, writing down, returning on time
- Complete homework to the best of their ability

FEEDBACK FOR PUPILS, PARENTS/CARERS AND TEACHERS

Where homework is done together with adults, children will often receive immediate feedback on what they are doing. In the case of work that children do on their own, it is very important that they build on it and/or receive appropriate feedback as quickly as possible. This may be through class work (for example, class discussion or feedback on work of which the homework assignment is a part) or through tests (for example table and spellings) or through individual comments from their teacher (for example on written assignments). The range of tasks set for homework should take this into account. Pupils may also be asked to review their own work in small groups. At a more general level, recognition of children's efforts, for example by mentioning them in assemblies or publicising the achievements of particular classes, is very important in maintaining pupils' motivation. Parents will be informed if homework is regularly not completed by pupils. Failure to improve the situation will result in class teachers not setting work for pupils who do not complete homework.

Homework club/break or lunchtimes are available for children to complete late homework. If there is persistent non completion, a letter will be sent home.

ARRANGEMENTS FOR MONITORING AND EVALUATING THE POLICY

- Regular monitoring of homework diaries and assignments
- Annual review of the policy. Action plan will be set out to decide what criteria will be used to assess its effectiveness
- Comment to parents in Home to school book/homework book, parent consultations and end of year reports.