



# Homework Policy

## Summer 2017 - 2020

### **Status**

This is a recommended policy.

### **Purpose**

The aim of our homework policy is to promote learning beyond the school day as an essential part of good education. We believe that homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning. It should support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents and carers as co-educators of their children. We are also aware that homework needs to be purposeful and a positive experience for children and families.

### **Consultation**

This policy was developed in conjunction with teachers, teaching assistants, parents and governors. Parents were consulted on the homework policy as part of a the annual survey. The allocation of time to be spent on homework at each key stage has been informed by the DfE guidelines.

### **Relationship to other policies**

This policy should be read in conjunction with the school's Teaching and Learning Policy; Assessment Feedback and Marking Policy; SEN Policy; English Policy and Mathematics Policy. The policy refers to commitments made in the home-school agreement, and also relates to the curriculum policy.

### **Roles and Responsibilities**

#### **Headteacher**

The headteacher will ensure that homework is:

- an integral part of the curriculum and is planned and prepared alongside all other programmes of learning
- appropriate to the age, ability and circumstances of the pupils, taking into account special educational needs
- coordinated in order to be manageable for children on a daily basis
- informed by DfE guidance about time commitments

#### **Staff**

Class teachers will ensure that:

- Homework in all classes focuses on the key skills of reading, phonics and times tables. Weekly homework will link to these areas of the curriculum
- Other homework is set on a half termly basis. Children have a choice as to when and what they complete and have a target number of tasks to complete. Homework books are collected in regularly to provide feedback and monitor progress. See Appendix 1 for an example of a homework sheet.
- The half termly homework sheets has broad ideas which can be developed and taken in different directions by children
- The sheet includes extension tasks for able children and/or those who would like more to do
- it is clear to pupils how their homework consolidates and extends the work they are doing in school.
- tasks are differentiated and well structured
- pupils understand the purpose of the homework tasks
- they are available to discuss homework queries with pupils, parents and carers.
- homework club offers children a chance to complete tasks with help from school staff.

### **Pupils**

Pupils are required to ensure their understanding of homework tasks, and demonstrate a commitment to spending an allocated time completing the tasks set. They will speak to an adult in their class if they are unsure about their homework. They will complete their tasks on time.

### **Parents**

Parents will encourage and monitor homework and inform their child's teacher if an issue arises.

### **Governors**

Governors will ensure that the policy is monitored and reviewed.

### **Arrangements for monitoring and evaluation**

The headteacher will monitor homework by checking planning and homework books. On an annual basis parents and pupils will be surveyed for their views on the effectiveness of the current practice, and the senior leadership team will review the effectiveness of this policy.

The governing body will receive an annual report from the headteacher that includes the outcomes of work sampling and feedback from the surveys of pupils and parents.

### **Review**

This policy will be reviewed every three years.

### **Appendices**

Appendix 1 – Half termly homework sheet example

To be reviewed: Summer 2020