



Shared Values · Shared Aspirations · Shared Achievements

A Church of England School

Homework Policy

Date of Approval: Spring 2016

Date of next review: Spring 2020

Introduction

The Homework Policy was developed by the teaching staff of Ickleford Primary School in 2016 and reflects current practice. It has the full agreement of the governing body.

Aim

The aim of our homework policy is to promote lifelong learning beyond the school day. We believe that homework consolidates classroom learning; helps children to develop skills and attitudes; a development independent learning skills; embeds the habits of enquiry and investigation; and it fosters the role of parents or carers as active partners in their children's learning.

We will make every effort to combat disadvantage, by considering the needs of those children whose access to resources such as ICT and home support are limited, including access to the computer suite at lunchtime or closely supervised Homework Clubs.

Objectives

- to provide opportunities for parents, pupils and the school to work together in partnership in relation to the pupils' learning;
- to help parents gain insight into their child's schoolwork and promote partnership between home and school;
- to use homework as a tool to help continue to raise standards of achievement;
- to extend the learning experience beyond the classroom;
- to consolidate and reinforce learning done in school and assist in preparation for future class work;
- to develop good work habits and self-discipline for the future; and
- to develop the skills and attitudes necessary for independent learning.

Role and Responsibilities of the 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;
- to ensure consistency of approach throughout the school, whilst leaving scope for flexibility between classes (as set out in the appendix);
- coordinated in order to be manageable for children on a regular basis; and
- informed by the DfE's guidance on time commitments.

Role and Responsibilities of the Teacher

Teachers will ensure that:

- parents are informed of expectations regarding homework at the start of each year group;
- homework is set and timely feedback is given in line with guidance and agreed standards;
- tasks are differentiated and well structured;
- pupils understand the expectations of the homework tasks;
- parents are clear about what their child is expected to do; and
- it is clear to pupils how their homework consolidates and extends the work they are doing in school.

Role and Responsibilities of the Pupil

Pupils should endeavour to:

- make full use of all the opportunities they are presented with;
- tackle tasks promptly and with a positive attitude;
- take pride in presentation and content, acknowledging the high personal standard expected;
- be organised so that necessary books and equipment are not left at school or home; and
- take responsibility for handing in the completed task on the agreed day.

Role and Responsibilities of the Parent/Carer

The parent's role is a supportive one. Whilst they are able to encourage and support pupils, and to praise them when they have completed work, they are not expected to teach the child. With younger children, they may need to take a more active role. It is the children's responsibility to complete homework and the parents' responsibility to oversee that homework is completed and returned to school.

Consideration should be given to ensure:

- an appropriate time is allocated to complete homework;
- a suitable place for homework is provided; and
- assistance with concentration is assured (e.g. no noise and/or visual distractions).

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

Monitoring and Review

The procedures and practices laid down in this policy will be monitored by the Senior Leadership Team (SLT). Where aims, objectives, roles and responsibilities are not being met, the SLT will immediately address them. A review of this policy will routinely take place within the school's review cycle.

See the attached appendix for the context of homework for each year group.

Appendix

The Context of Homework for Each Year Group

The amount and type of homework will vary throughout the school. **The following time allocations are based on DfE guidance.**

The school has purchased **Active Learn**, an online resource for maths, spelling and grammar, which allows teachers to allocate and monitor specific activities to groups of children, for a set period of time. Parents will be notified of each child's log details at the beginning of each year.

Key Stage 1 and Reception

We recommend pupils complete certain homework in **short daily sessions**. A 'little and often' approach for **daily reading, phonics, spelling and counting** or number bonds is more beneficial when consolidating the required skills.

RECEPTION – Time allocation will build **up to 1 hour a week by the spring term**.

Activities may include:

- reading activities
- letter sound/phonics practise
- holiday activity packs
- handwriting practise
- maths activity

Year 1 – Time allocation will build **up to 2 hours a week**.

Activities will include:

- reading
- word cards (if appropriate)
- letter sound/phonics activities
- spelling practise
- maths games/activities

Year 2 – Time allocation will be **up to 2 hours a week**.

Activities will include:

- reading
- spelling practise
- spelling and grammar activities
- maths games or activities

Key Stage 2 Classes

We recommend pupils complete certain homework activities **on a daily basis**. A regular and routine approach for **daily reading, spelling and maths eg.timetables**, is proven to be more successful. Other activities are required to be completed in a child's General Homework Book or Maths Homework Book. **The children are taught and expected to follow the school's guidance regarding presentation.**

Year 3 – Time allocation will be **up to 2 hours a week**.

Activities will include:

- reading
- spelling practise
- spelling and grammar activities
- timetables revision
- maths games or activities
- English activity

Year 4 – Time allocation will be **up to 2½ hours a week**.

Activities may include:

- reading
- spelling practise
- spelling and grammar activities
- timetables revision
- maths games or activities
- English activity
- science challenge

Year 5 – Time allocation will be **up to 3 hours a week**.

Activities may include:

- reading or comprehension activities
- spelling practise
- spelling and grammar activities
- timetables revision (if necessary)
- maths tasks, games or activities
- English activity
- science challenge

Year 6 – Time allocation will be **up to 3 hours a week**. In preparation for secondary transfer, children use homework diaries to record tasks and dates for completion.

Activities may include:

- reading or comprehension activities
- spelling and grammar revision
- timetables revision (if necessary)

- maths tasks or revision
- English activity
- science task