



HOMEWORK POLICY

Croscombe is a Church of England Primary School and this policy has been written with reference to its Christian foundation.

Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

The Nature of Homework

It should be noted that homework can be set in many different forms with many different

expectations and outcomes. It is important to remember that when looking at and setting homework here are a number of points to consider:-

- ✓ The nature and type of homework changes throughout a pupils school career.
- ✓ Amount and frequency of homework should increase as a pupil gets older.
- ✓ Homework should not cause undue stress on the pupil, family or the teacher.
- ✓ It will not necessarily come in the form of a written task.
- ✓ Homework should be set regularly and consistently from the Foundation Stage to Year 6.

Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school, initially through the Home/school book .

Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

The following are the appropriate time allocations for homework activities.

EYFS a few minutes each night

Years 1 and 2 - 45 minutes per week

Years 3 and 4 - 1 hour per week plus spellings, reading and maths practice.

Years 5 and 6 - 1.5 hours per week plus spellings, reading and maths practice.

Homework Tasks

Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist children with the current learning happening in class.

The children will record their own responses to the learning challenges set by teachers in their own individual and often unique way. Activities may be open ended, allowing



the children to make their own decisions on how to collect, record and present their homework.

We know that all pupils have different learning styles, some are visual learners, others work well with words and writing, many learn best from hands on activities and through making things.

Learning is maximised when children engage in activities using their own individual learning style.

The challenges will ensure that children have a good view of how they can shape their own learning and performance alongside their own personal learning targets.

The children can decide how they want to present their homework to ensure that they achieve the WALT.

We aim that the personal learning challenges will be fun and driven by the children, having an impact on our drive to develop a more creative and independent learner who understands their preferred style.

Role of the Class Teacher

- ✓ To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work, at a parents meeting or at an open evening.
- ✓ To set up regular homework in an easily followed routine.
- ✓ To ensure that homework is set consistently across classes.
- ✓ To set homework that takes equal and racial opportunities into account.
- ✓ To ensure any homework is purposeful and links directly to the curriculum being taught.
- ✓ To reward and praise children who regularly complete homework tasks.
- ✓ To mark homework and give feedback to pupils.

Role of the Head teacher & Governing Body

- ✓ To check compliance of the Policy.
- ✓ To meet and talk with parents when appropriate.
- ✓ To discuss with staff how far the policy is being successfully implemented.
- ✓ To ensure that a home-school agreement is in place dealing with homework.
- ✓ Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

Role of Parents/Carers

- ✓ To sign a home school agreement dealing with homework.
- ✓ To support the school by ensuring that their child attempts the homework.
- ✓ To provide a suitable place for their child to carry out their homework.
- ✓ To encourage and praise their child when they have completed their homework.
- ✓ To become actively involved and support their child with homework activities.
- ✓ To make it clear that they value homework and they support the school by explaining how it can help learning.

In our federation we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much.

However, there are times when we will want to see what children can do on their own.

It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance



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of all groups and individuals. Croscombe and Stoke Primary Federation is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

General

Wherever possible staff should try to mark any homework that is returned by pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils. Marking should follow the guidelines of the school marking policy.

If children are absent due to illness we will not send homework home. We would assume the child was too ill to work.

If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given.

It is not possible to give homework when parents take holidays in term time.

Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher or target group teacher.

Signed..... Headteacher

Signed..... Chair of Governors

Adopted: 2015

Date for renewal: 2018