



# **HOMEWORK POLICY**

**November 2017  
(Review November 2018)**

## **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 experience
- 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 expecting and setting homework there 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 from the Foundation State 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. 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 government recommendations as appropriate time allocations for homework activities Up to:

|             |                    |
|-------------|--------------------|
| Years 1 & 2 | 1 hour per week    |
| Years 3 & 4 | 1.5 hours per week |
| Year 5 & 6  | 30 minutes per day |

In addition to these times, children should be heard to read on a daily basis, irrespective of their year group.

## **Homework Tasks**

Listed below are a number of example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. 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 pupils in the process of their academic development.

### **Phase 1 - Foundation Stage**

These may include:

- Reading books
- Counting up and down stairs
- Reciting nursery and counting rhymes
- Identification of shapes in the environment
- Letter and rhyme of the week
- Fastening and unfastening buttons and zips and tying shoelaces

## **Key Stage One (Year 1 & 2)**

These may include:

- 10 minutes daily reading
- Spellings
- Literacy activities
- Numeracy activities
- Real life numeracy related problems e.g. shopping, car, bus, and house numbers, use of T.V. remote control.

## **Lower Key Stage Two (Year 3 & 4)**

These may include:

- 10 minutes daily reading
- Spellings
- Literacy activities
- Numeracy activities and learning times tables

## **Upper Key Stage Two (Year 5 & 6)**

These may include:

- Reading aloud to an adult on a regular basis (10-20 minutes)
- Learning spellings
- Project work
- Handwriting practice
- Reading comprehension activities
- Planning pieces of writing
- Planning presentations
- Researching topics
- Learning times tables
- Learning number facts and number bonds
- Practising calculation strategies learned in class

## **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 pre-school parents meeting or at an open evening if possible.
- To set up regular homework in an easily followed routine
- To ensure that homework is set consistently across classes in the cohort/Phase

- 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 when necessary and give feedback to pupils

### **Role of the Headteacher and 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
- 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
- To sign reading records daily

At Our Lady and St Philip Neri, 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 of all groups and individuals. We are 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.
- If children are absent due to illness we may not send homework home
- 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. In such circumstances the teacher should consult the Headteacher first.
- It is not possible to give homework when parents take holiday in term time
- Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher

Signed ..... Headteacher

Signed ..... Chair of Governors