

# Homework Policy

## Introduction

Baines Endowed VC School is firmly committed to raising the attainment of all pupils in its school, and recognises the significant contribution homework can make to the personal, social and academic success of the individual pupil.

Homework provides an opportunity for parent and child to share purposeful learning opportunities in the supportive atmosphere of the home. It can, therefore, become a vehicle for developing and enhancing that partnership and raising pupil attainment.

## The Benefits of Homework

This homework policy aims to bring about benefits for both pupils and parents.

For pupils, these include:

- a sense of responsibility for their own learning;
- opportunities for additional learning time;
- improved pupil self-confidence and motivation;
- the development of effective study skills.

For parents these include:

- sharing in their child's learning;
- showing an interest in their child's education;
- monitoring their child's progress.

## The Purposes of Homework

- to provide the pupil with practice in aspects of class work;
- to enable pupils to become independent learners;
- to encourage pupils to manage their time;
- to foster a partnership between home and school;
- provide parents with an opportunity to share in their child's learning;
- to enable parents to be involved and informed about the type of work being undertaken in class.

## Types of Homework

- reinforcement of class work
- games
- practical activity
- learning times tables, spellings
- reading
- research topics and investigations
- preparation for class work
- reviewing, redrafting or summarising a piece of work
- activities related to personal and social development
- preparation for a presentation or individual project

## The Frequency and Duration of Homework

Teachers will give a minimum of 5 days for a homework task to be completed.

At Baines we follow the DFES guidelines of:

### Reception

The development of an effective parental partnership in the foundation setting encourages early learning activities which link Reception and home. These home-learning activities can play an important role in the child's early acquisition of English and Maths skills.

Children will be given reading books to read at home.

### Years 1 and 2 (including Reading, Spellings and Times tables)

1 hour per week

Reading, spelling, additional English work and Maths work (when the class teacher deems it appropriate) , with occasional assignments in other subjects.

### Years 3 and 4

1.5 hours per week (including Reading, Spellings and Times tables)

English and Maths as for Years 1 and 2, with occasional assignments in other subjects.

### Years 5 and 6

30 minutes per day

Regular weekly schedule with continued emphasis on English and Maths, but also ranging widely over the creative curriculum.

This is put into practice in each year group through the following weekly programme:

### Reception

Reading at least twice a week- the school reading book will be changed twice a week and they may also bring a library book home to share.

Y1

Reading at least three times a week- the school reading book will be changed twice a week and they may also bring a library book home to share.

Spellings.

ICT, Numeracy, English and topic related activities.

Y2

Reading at least three times a week- the school reading book will be changed twice a week and they will also bring a library book home to share.

Spellings each week.

Maths game or Maths task.

Weekly practice of tables and number bonds.

An English task or topic-based activity each week.

Once a year an individual research project will replace the English -based task.

Y3

Reading at least three times per week.

Spellings each week

Maths game or Maths task.

An English task or topic-based activity each week.

Weekly practice of tables and number bonds.

Once a year an individual research project will replace the English -based task.

Y4

Reading at least three times per week.

Spellings each week.

Maths or English task.

Times tables practice until child is confident with all tables up to 12.

A piece of homework will include carrying out research for an individual project to run in addition to Maths or English task

Y5

Reading at least three times per week.

Spellings.

Maths game or Maths task.

English task

Weekly practice of tables.

In addition there will be:

Occasionally, one other piece of homework related to a topic the pupils are studying in Science, History or Geography.

Once a year an additional piece of homework will include carrying out research for an individual project.

Y6

Reading at least three times per week.

Spellings weekly.

Maths task - weekly.

English task- comprehension, punctuation, vocabulary or grammar activity - weekly

Weekly practice of tables linked to times tables challenge.

Occasionally, one other piece of homework related to a topic the pupils are studying in Science, History or Geography.

Additional pieces of homework will include carrying out research for an individual project related to creative curriculum.

## **The Nature of Homework**

Homework will include tasks that are

- Varied
- Challenging
- Differentiated

## **Marking and Feedback**

The marking of homework will be carried out in a variety of ways, which will be appropriate to the task through:

- Teachers marking
- Teaching assistants marking
- Pupils marking their own work
- Feedback will be given to parents and pupils in a variety of ways

Parents will be encouraged to check through their child's work to give them immediate feedback on how well their child has done with the task

Homework diaries can be used to feedback if there is a particular concern or as a reminder that homework is due in.

General feedback on how well their child is doing with homework can be given on Parent's Evenings and through Dojo.

If a parent is concerned with an issue related to homework they can make an appointment to see their child's class teacher

## **The Roles and Responsibilities**

### Senior Leadership Team

- to promote and publicise the homework policy
- to support staff, pupils and parents in homework
- to be aware of the specific needs of carers, bilingual parents and travelling families
- to identify and address any staff development needs when developing homework policy
- to monitor and evaluate the homework policy

### The Class Teacher

- to promote and support the homework policy
- to set and explain the homework task
- to mark and give feedback to pupils
- to keep records of pupil performance
- to report to parents/carers about homework.

### The Pupils

- to recognise the important part homework plays in their education
- to keep their parents informed about homework;

- to keep the homework diary up to date
- to complete homework at an appropriate standard and return it on time

### The Parent

- to be aware of the homework policy
- to provide their child with an appropriate working environment
- to take an active role in their child's education in gaining an understanding of the homework tasks e.g. attending workshops and following instructions
- to encourage and support their child
- to encourage their child to participate in supported study opportunities
- to utilise the communication systems e.g. homework diaries
- to sign, return and continue to support the home school agreement

### Communication of Homework Policy

home school agreement agreed and signed

effective use of a homework diary

effective reporting to parents about homework

### Monitoring and Review

Monitoring of the policy by staff and governors in line with the schools monitoring programme.

Parents and pupil's views will be used when reviewing policy.

### Non-completion and Non-return of Homework

Children may be asked to complete homework during lunch or break times with Parental permission

Letter home to parents

Reminder of commitment to home school agreement

We understand the busy nature of home life. If homework is not completed, a note from explaining that it has not been possible to complete will prevent children missing any playtimes but children will be encouraged to complete during school time.

### Inclusion

Baines aims to make the homework inclusive of all abilities to allow pupils success. Although it is seen as important that children identified as having special educational needs do as much in common with other children as possible there will be occasions when they may benefit from special tasks separate from the homework set for other children in the class. Such homework may be

set/marked by the class teacher or special needs co-ordinator (SENCO). It is acknowledged that the able child needs to be given homework that will use their full ability and their homework may differ from that set for the majority of the class.

## **Communication**

KS1

Pupils have a reading record and parents are requested to write a supportive comment about their child's reading when they hear them read. In addition it also acts as a communication between parents and school.

The use of Dojo is also an important way of communicating with parents.

KS2

The Dojo is an important means of communication between school, pupil and parent.

In KS2 parents are asked to check homework has been completed and sign the homework diary.

Parents are requested to support the school in training pupils to;

Manage their diaries

Plan their homework;

Manage their time;

Year 3 and year 4 pupils will also have a reading record and parents are requested to write a supportive comment about their child's reading when they hear them read. In addition it also acts as a communication between parents and school.

## **Home School Agreement**

Parents and pupils are asked to read together the home school agreement, which outlines their roles and responsibilities, and sign it.

## **Concerns regarding homework**

Firstly, make an appointment to see the class teacher.

Secondly, make an appointment to see the Deputy Headteacher or Headteacher

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Reviewed October 2016

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Signed \_\_\_\_\_ Heateacher

Signed \_\_\_\_\_ Chair of Governors