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| **Homework Policy** |

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| **Date** | **Review Date** |
| **02/09/2022** | **01/09/2023** |

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school.

We believe that homework is a number of tasks or activities which pupils are asked to do on their own or with their parents in order to reinforce curricular objectives and learning outcomes.

We believe homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We consider homework should be:

* interesting and rewarding for all children;
* linked directly to a lesson;
* integrated into everyday planning and set by the class teacher;
* differentiated to cater for individual children’s learning needs;
* clearly understood so that children understand when, what and how the work is to be done;
* provide feedback in line with the marking and feedback policy.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

We agree with those parents who feel that homework should not be excessive and that children should be allowed time to build social relationships. It is very important that children have spare time for themselves in order for them to develop their character, skills and qualities to be successful in later life.

We do not want to see homework damaging children's education and their home life by it creating tension between parents and children. We believe that there must be a balance with children doing some homework and time for them to explore, experiment and enjoy learning without them feeling pressurised.

We must not overdo the amount of homework that is given to children as they need some time to relax and recover after their day in school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

**Aims**

* To reinforce curricular objectives and learning outcomes by setting interesting tasks or activities.
* To create a strong partnership between home and school.
* To familiarise parents with the nature of class work

**Responsibility for the Policy and Procedure**

**Role of the Governing Body**

The Governing Body has:

* delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy;
* delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
* responsibility for ensuring funding is in place to support this policy;
* responsibility for ensuring this policy and all policies are maintained and updated regularly;
* make effective use of relevant research and information to improve this policy;
* responsibility for ensuring all policies are made available to parents;
* responsibility for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher**

The Headteacher will:

* work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
* ensure that homework is built into teachers planning;
* ensure the amount of homework is not an excessive amount;
* provide supportive guidance for parents;
* make effective use of relevant research and information to improve this policy;
* provide guidance, support and training to all staff;
* monitor the effectiveness of this policy by:
* monitoring learning and teaching through observing lessons
* monitoring planning and assessment
* speaking with pupils, school personnel, parents and governors

**Role of the Teachers**

Teachers must:

* integrate homework into their planning;
* set interesting tasks or activities;
* set homework appropriate to each child's needs and abilities;
* explain when, what and how the work is to be done so that each child clearly understands;
* provide feedback in line with the marking and feedback policy;
* not give an excessive amount of homework.

**Role of Parents/Carers**

Parents/carers are asked to:

* sign the Home-School Agreement indicating their support for homework;
* praise the value of homework to their children;
* read to their children every day;
* provide a suitable space in their home where their children can concentrate on their homework;
* establish a homework routine such as no television;
* provide materials pens, pencils etc.;
* go through the homework before their child starts and discuss the completed work when finished;
* make the experience pleasurable;
* find time to work with their child or be at hand if a problem arises;
* discuss, encourage and praise their child’s efforts;
* contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it.

**Role of Pupils**

Pupils are asked to:

* complete their homework and hand it in on time;
* make sure they understand what is asked of them;
* make sure they get feedback on their homework.

**Types of Homework**

All homework tasks and activities are designed to consolidate and reinforce skills and understanding in numeracy and literacy.

In Early Years:

* reading books to regularly be sent home with children in line with phonics development programme;
* parents have access to Little Wandle e-books;
* school produced templates to share Little Wandle phonics programme;
* use of mathematics packs with suggested activities to do at home;
* parental access to White Rose Maths app.

In Key Stage One:

* reading books to regularly be sent home with children in line with phonics development programme;
* parents have access to Little Wandle e-books;
* school produced templates to share Little Wandle phonics programme;
* in Year 1, there are additional handwriting activities;
* in Year 2, once our spelling programme begins, spellings are provided for home learning;
* maths Knowledge Organisers are sent home at the beginning of each unit of work;
* parental access to the White Rose Maths app;
* in Year 1, Flashback 4 is sent home at the end of a unit of work;
* in Year 2, children are provided with additional SATs learning;
* maths equipment is provided for home use where required with directions for use.

In Lower Key Stage Two:

* reading journal tasks are set weekly;
* spellings are provided each half term with directions for use;
* maths Knowledge Organisers are sent home at the beginning of each unit of work;
* children have home access to Times Tables Rockstars;
* maths resources are provided for home use where required with directions for use.

In Upper Key Stage Two:

* extended reading journal tasks set regularly;
* each term the statutory spelling list is sent home with directions for use;
* maths Knowledge Organisers are sent home at the beginning of each unit of work;
* children have home access to Times Tables Rockstars;
* regular access to arithmetic revision materials;
* maths resources are provided for home use where required with directions for use.
* SATs test papers from previous years and revision books are sent home during the spring term.

**Feedback**

All children receive prompt feedback on their homework in a variety of forms such as:

* verbal
* written
* class discussion
* praise and recognition during an achievement assembly

Parents are asked to:

* give teachers any feedback they feel might be useful;
* encourage their children to talk about the feedback they have received;
* contact the school if they have any concerns

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