

Homework Policy

Policy name	Homework Policy
Frequency of review	Bi-annual
Reviewed on	31 January 2019
Reviewed by	Governing Board
Next review	January 2021

Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Rationale for homework

Homework is a very important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

Types of homework

We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings or mathematical tables as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find

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and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it.

At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.1 but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week in the form of spellings and tables and we expect the children to consolidate and reinforce learning done in school through practice at home. In year 6 pupils can expect to receive a more formal piece of homework on a weekly basis.

Reading at home

The ability to read has a huge effect on a pupils' success across the curriculum. Therefore, we encourage pupils to read at home with an adult regularly (at least three times per week). This home reading can take many forms: pupils reading to an adult, pupils being read to by an adult or pupils discussing their independent reading with an adult. Home reading can involve reading any texts from school or home and includes online texts. We give guidance information to parents to help them achieve the maximum benefit from time spent reading with their child. Teachers use a variety of reading rewards and incentives to celebrate pupils' reading efforts at home.

Pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Individual Education Plans (IEPs).

The role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the head teacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented; parents should contact the governing body.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. Our governing body may, at any time, request from our head teacher a report on the way homework is organised in our school.

Equalities Statement

Due regard is given to the nature of any homework given so that all pupils are able to access it. The school's ICT facilities are available for pupil use and provision for children who wish to work at lunchtimes is made.

SignedDate

(Chair of Governors)