

Homework Policy

This is a whole school policy including EYFS

Please read alongside Remote Learning Policy in light of restrictions due to Covid-19

1 Introduction

- 1.1** Homework is anything that children do outside the normal school day, which 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.

2 Rationale for homework

- 2.1** 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 a crucial way in which children can acquire the skill of independent learning.
- 2.2** 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.

3 Aims and objectives

- 3.1** 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 practise skills taught in lessons;
- to help children develop good work habits for the future.

4 Types of homework

4.1 We set a variety of homework activities. In the Early Years Foundation Stage and at Key Stage 1 we encourage the children to read by giving them first games and then later books and words to take home to read each evening. We also ask Reception and Key Stage 1 children to spend time practising numeracy and literacy skills introduced in class. Key stage 1 children will begin to learn spellings and gradually times tables in Year 2. Sometimes we ask children to talk about a topic at home prior to studying it in school. Sometimes we ask children to find and collect things that we then use in a lesson, 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. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and the internet.

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 use the learning platform Atom Prime in KS2 where teachers can choose relevant homework topics which are then differentiated automatically using an algorithm, it also has support available in terms of help sheets and videos which the pupils and parents can access.

Throughout the school we set literacy and numeracy homework routinely and we expect the children to consolidate and reinforce learning done in school through practice at home.

5 Amount of homework

5.1 We increase the amount of homework that we give the children as they move through the school. In addition to the time spent reading each day, we expect Reception children to spend approximately 30 minutes a week on homework and Key Stage 1 children approximately 45 minutes a week. We expect children in Years 3 and 4 to spend approximately one and a half hours per week on all their homework and children in Years 5 and 6 to spend approximately two to two and a half hours.

We generally give children at least five days to complete homework. Teachers encourage all children to complete their homework, if a child is consistently not engaging with homework we will have a conversation with parents to see whether we are able to support within school, potentially advising homework club for key stage 2 children or reducing the amount set if necessary.

6 Pupils with special educational needs

6.1 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 have special needs we refer to individual learning programs.

7 The role of parents

7.1 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.

7.2 If parents have any problems or questions about homework, they should contact the child's class teacher.

7.3 We ask parents to write a comment onto Tapestry (our home/school communication platform) each time they have listened to their child read, or supported them with their learning.

7.4 Teachers are aware of the following list of additional activities the children are encouraged to get involved with over the year. When planning projects teachers liaise with other teachers involved in setting tasks to ensure the workload is evenly spread.

School poetry reciting	September
Lines for pre-prep's production	November/ December
Art/DT competition	Over Easter
Mid-Somerset	January-March
Entrance tests, Year 6	May-Jan
Science days (with fair, Year for Y3-6)	January
Charity week	Week before Easter

Lines for prep's production	Y3/4 Spring Term Y5/6 Summer term
Additional activities	For example class performances, residential trips etc. will affect what homework is given.

8 We run a homework club two evenings a week. The club is supervised by a teacher and is well attended.

9 Monitoring and review

9.1 This policy is the Headteacher's ongoing responsibility and its effectiveness is reviewed annually in consultation with the staff.

Signed Headteacher: *Sally Cox*

Date: 30/9/2022