



Homework Policy

Agreed by Governors: Summer 2020
To be reviewed: Summer 2022

Aims

Through the setting of homework, we aim to:

- Extend children's learning, consolidate and reinforce their skills and understanding, particularly in English and Maths.
- Foster positive, effective partnerships between school, parents and other carers in order to pursue school aims, encourage children to make the best use of the many learning resources available both at home, school and in the community, e.g. local libraries, galleries and museums, places of interest linked to a theme.
- Develop children's confidence and self-discipline so that they learn to study independently, thus preparing them for their secondary schooling and for lifelong learning.

Definition of Homework

We consider homework to be any work or activities completed outside lesson time, either by children working independently or with the support of parents and carers. Homework is intended to be supportive of the curriculum and schemes of work that are in place at school.

General Principles

- ✓ Tasks will be supportive of children's academic and social learning in school.
- ✓ Activities will be purposeful and enjoyable for the children and adults involved.
- ✓ Children will be well prepared for each activity so that they and their parents and carers will know what to do and will feel a sense of achievement in doing their work.
- ✓ Homework will, in general, follow curriculum coverage with the facility to change routines from time to time where appropriate, e.g. when work relates to independent project work. Parents and carers' roles will evolve as their child progresses through school, from enjoying first stories together in Year R to assuming the role of an enabler and encouraging children to develop greater independence and take personal responsibility for their learning as they move through the school.
- ✓ An overview of areas of learning covered in each year group can be found on the curriculum section the school website.

Putting Policy into Practice

A regular pattern of tasks will take place during most weeks, but where appropriate this pattern may be changed to allow emphasis on a particular subject or theme, e.g. to allow for preparatory research during the week prior to an educational visit or to carry out independent research.

The homework for specific Key Stages and year groups is listed below:

Early Years Foundation Stage

Communication with Parents

- During the term before the children start school Parents and carers will be invited to a meeting during which the school systems are explained.
- A further information evening will be held during the first term at which the Early Years Foundation Stage Curriculum will be explained, together with our philosophy for early learning at Dothill. Parents will be given an explanatory leaflet to take away that provides advice about how to work in partnership with school to support learning.
- Parents and carers may talk to the teaching team at the start and end of each day. This provides opportunities for verbal communication on a daily basis for parents and carers of our youngest children.
- Children will take home a 'chat book' in which teachers can record any information that needs to be shared with parents and carers.
- Other communication will be through monthly whole-school newsletters and via the school website.
- Consultation evenings or open evenings, when parents can discuss their child's progress will be held throughout the year.
- Parents are encouraged to contact their child's teacher in order to discuss learning and progress.
- Teachers will contact parents and carers if they feel there is a need to discuss any aspect of the child's learn next consultation evening.

Time Allocation:

Parents are encouraged to set aside a period each day to work with their child. We recommend that parents of pupils in EYFS spend about 10 minutes each evening doing this.

Activities

- While they are moving through our phonics programme, children are encouraged to read a phonically decodable book to their parents each evening. A non-decodable book may also be taken home for parents to read to their child. Books may be changed every day at school and records will be kept in their reading journeys.
- Weekly online maths activities.

- Every half term there will be a 'project' set based on a theme given by the teacher. This is an open ended activity and can take any format chosen by the child. Pupils who have completed a half term project can present it to the class during the last week of each half term.

Key Stage 1

Time Allocation:

As in the Early Years Foundation Stage, parents will be encouraged to set aside a period each day to work with their child. We recommend that parents of pupils of year 1 spend about 10 minutes and that parents of children in year 2 spend about 15 minutes each evening doing this.

Activities

- While they are moving through our phonics programme, children are encouraged to read a phonically decodable book to their parents each evening. A non-decodable book may also be taken home for parents to read to their child. Books may be changed every day at school and records will be kept in their reading journeys.
- Weekly online maths activities.
- Every half term there will be a 'project' set based on a theme given by the teacher. This is an open ended activity and can take any format chosen by the child. Pupils who have completed a half term project can present it to the class during the last week of each half term.

Key Stage 2 - Year 3 and Year 4

Time Allocation

In lower Key Stage 2, we encourage parents and children to spend about 30 minutes per day working together on homework.

Activities

- Daily reading-20 minutes. Texts may be free choice, theme-based or may be of a genre currently a focus for learning in literacy. Parents are asked to hear their child read as often as possible and to sign their child's reading journey weekly.
- Weekly online maths activities (there may also be additional maths activities set by the teacher to complete at home).
- Learning of all multiplication facts and associated division facts up to 12x12 (this is a national end of year 4 expectation).
- Every half term there will be a 'project' set based on a theme given by the teacher. This is an open ended activity and can take any format chosen by the child. Pupils who have completed a half term project can present it to the class during the last week of each half term.

Key Stage 2 - Year 5 and Year 6

Time Allocation

In Upper Key Stage 2, we encourage parents and carers and their children to spend about 40 minutes per day working together on homework.

Activities

- Daily reading and discussion of texts-minimum of 20 mins. Texts may be free choice, theme-based, a subject for research or may be of a genre currently a focus for learning in literacy. Discussion of reading book between parent and child should make use of comprehension question prompts given by class teacher. Parents are asked to sign their reading journey weekly.
- Weekly online maths activities (there may also be additional maths activities set by the teacher to complete at home).
- Instant re-call of all multiplication facts and associated division facts not yet known (It is a year 4 age related expectation that all x tables and associated division facts are learnt by the end of year 4).
- Every half term there will be a 'project' set based on a theme given by the teacher. This is an open ended activity and can take any format chosen by the child. Pupils who have completed a half term project can present it to the class during the last week of each half term.

Responsibilities

It is our expectation that homework will be completed carefully and returned on time. Teachers will offer opportunities through the week to provide support for children to help them with any homework that is confusing or difficult for children to complete. Where homework is frequently missing or not completed, late or of poor quality, the children's parents or carers will be contacted by the class teacher. Class teachers will co-operate closely in their Key Stages to ensure that similar content and expectations between classes is in place.

The Headteacher will:

- Promote the school homework policy to staff, parents and pupils
- Monitor and evaluate the efficiency and effectiveness of the policy

The teacher will:

- Set regular homework activities which could include both practical and written tasks
- Provide adequate and appropriate feedback to pupils through praise and encouragement, marking or testing (as appropriate)
- Set high expectation of pupils in completing homework

Parents and Carers should support their children by:

- Providing a suitable place where your child can do their home learning, somewhere reasonably peaceful, with supervision if appropriate
- Make it clear to your child that you value home learning, and support the school in explaining how it can help raise attainment
- Providing activities that support the activities set by the teacher
- Ensure and check that tasks are completed on time and to a suitable standard
- Being actively involved in joint homework activities with the children
- Contact the children's class teacher if they have any questions or contact the headteacher if they have queries of a general nature regarding homework.

If parents wish to make a complaint about the school homework policy or the way it is implemented, they should contact the governing body

Pupils should:

- Do their best to complete task as instructed
- Ask for help as appropriate
- Gain increased motivation and enjoyment through home learning

Home learning should benefit teacher, pupils and parents by providing support and information to enable pupils to build confidence and make progress.

Monitoring and Evaluation

The class teacher is responsible for ensuring that the homework policy is efficiently and effectively implemented within their class. This will be monitored by the Deputy Headteacher in order to ensure homework is contributing to overall pupil learning and progress.

Inclusion

All children will have access to homework or that is relevant to their current stage of learning.

Equal Opportunities

All children are provided with equal access to homework. We aim to provide suitable learning opportunities regardless of gender, religion, ethnicity or home background. Anyone who does not have access to the internet will be provided opportunity to complete online homework using school ICT equipment.

Signed.....Date.....

(Head teacher)

Signed.....Date.....

(Chair of Governors)