



The Swallowtail Federation of Church Schools

Homework Policy

1 Introduction

- 1.1 Homework is anything 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 the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework. Our Home/School Agreement ensures that parents are clear about their role in supporting homework activities.

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. The government had made clear its commitment to homework, where homework was described as 'an essential part of good education'. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one 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. However, 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 activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside 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 cooperation between home and school in supporting each child's learning;

- to enable all aspects of the curriculum to be covered in sufficient depth;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

4 Types of homework

4.1 Staff regard homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.

4.2 We set a variety of homework activities as follows:

Reception Year (5 – 10 mins daily)

1. Daily reading or alphabet sounds work eg a game or letter writing
2. Occasional 'other' eg finding objects or pictures at home for use in topic work.

Some years ago the Government's recommended time allocation, was set out *Homework: Guidelines for Primary Schools and Secondary Schools*. Our time allocations are based on that guidance as follows;

Years 1 and 2 up to 1 hour per week **Reading, spelling, other literacy work and number work**

Years 3 and 4 up to 1 ½ hours per week **Literacy and numeracy as for years 1 and 2, with occasional assignments in other subjects**

Years 5 and 6 up to 30 minutes per day **Regular weekly schedule with continued emphasis on literacy and numeracy, but also ranging widely over the curriculum**

4.3 Within our mixed age classes the homework of all year groups is linked but adapted by age and ability as appropriate. eg Year 2 homework tasks are linked to those of Year 1 but generally at a more advanced or in depth level.

4.4 Homework is marked according to the school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

4.5 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

5 Amount of homework

5.1 As they move through the school, we increase the amount of homework that we give the children as in the guidelines above.

6 Inclusion and homework

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, and 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 those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

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 and when they feel it to be necessary and to 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. The Home/School Agreement sets out our expectations of parental support.

7.2 If parents have any questions about homework, they should, in the first instance, contact the child's class teacher.

8 Use of ICT

8.1 The use of ICT and the Internet have made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

8.2 We discourage children from bringing computer disks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the school.

8.3 We realise that some children have no computer or internet access at home. These children may be allowed extra time and offered opportunities to use school computers.

8.4 Completion of homework is a requirement. Children at KS2 who regularly fail to complete and return tasks will be subject to a range of sanctions and the problem discussed with parents. This is to ensure that the children are 'high school ready'.

9 Monitoring and review

9.1 The Lead Teacher in each school is responsible for monitoring the implementation of this policy through discussions at staff meetings. We may, for example discuss examples of work and use these to develop homework provision.

9.2 It is the responsibility of our governing body to agree and then monitor the school homework policy. Our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time,

Homework Policy

request from the headteacher a report on the way homework is organised in our school.

9.3 This policy will be reviewed in four years, or earlier if necessary.

Agreed by staff:

Date: 23.6.14

Agreed by Governors

Date:

Review: