A close-up of a logo

Description automatically generated

Policy No: 14.(c).2.

HOMEWORK POLICY

*This policy, which applies to the whole school, including the Early Years Foundation Stage (EYFS), is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

**Scope**: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

**Legal Status:** Complies with The Education (Independent School Standards) (England) Regulations currently in force.

**Monitoring and Review:** These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Reviewed: September 2023 Next Review: September 2024

Signed:

Headteacher Chair of the Advisory Board

## Introduction

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework includes a whole variety of activities instigated by teachers and parents/carers to support the children's learning are helping with homework.

Scope and Importance of Homework

## One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning. Homework becomes increasingly important as pupils progress through the school.

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 young child's growth and development. While homework is important, it should not prevent children from taking part in the activities of our out-of-school clubs or 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 that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

Homework should have a clear objective in support of learning, or the acquisition and development of skills; homework should be integrated in the planning process and support the learning objectives of specific lessons or activities. Homework may not be set on some occasions, this will reflect changes to planning or to the pace of progress through planned activities. Homework is never set for the sake of maintaining routine.

**Age specific guidance**

**Early Years /Foundation Stage**

The key skills of Literacy and Numeracy will be the main focus of home based activities in EYFS, when the sharing of books and the development of reading skills are of paramount importance. Sharing books together strengthens the parent / child bond and gives a message that co-operative learning is both enjoyable and valuable. To describe these activities as “homework” is to miss the purpose, which is to engender a lifelong love of books in the company of supportive adults. A short time spent each evening, as part of the home routine, is preferred to occasional protracted sessions.

A Reading Record Book is used to record activities at school and at home, as well as for home-school communication of a general nature.

***Cont’d……***

**- Page 2 -**

**Key Stage 1**

As well as continuing with reading and numeracy, regular spelling and tables homework is set, to reinforce the pupil’s phonic knowledge and develop the key skills of number work. Sometimes pupils are asked to explore a subject based topic from the wider curriculum, this may involve bringing objects associated with a topic into class, or completing an associated worksheet. Most activities will take 20 minutes to half an hour depending on the nature of the activity. A Reading Record Book continues to be used for communicating the nature of homework activities and for general communication.

**Key Stage 2**

Pupils move to more discrete, subject based homework at this stage and may have homework set by subject specialist teachers, as well as the Class Teacher. Subject teachers always liaise with form teachers to ensure that the homework timetable is not overloaded. Pupils have a Homework Diary which incorporates the homework timetable, this is in addition to the Reading Record, as established. Homework tasks take 30-45 minutes, although this is a guide and the professional judgement of the teacher is relied upon. In preparation for the transition to Secondary education the volume of homework gradually increases through Key Stage 2.

## Inclusion and homework

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' Independent Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings. Some pupils will need support in recording the details of homework set and the teacher should do this as necessary in the Homework Diary

##### The Role of Parents and Carers

Regular homework carried out over the years is an important factor in a child’s educational development and attainment. Inevitably, part of the task of monitoring and supervising falls on the parents and carers. Parents or carers are asked to check the pupil’s Homework Diary regularly. Parents and carers are encouraged to communicate with teachers about homework in the Reading Record or Homework Diary.

We ask parents and carers 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 environment that allows children to do their best. Parents are encouraged to discuss any concerns regarding homework with the teacher who set it, or with the Form Teacher or Headteacher.

**Teachers’ Role**

Teachers are responsible for setting homework regularly according to the published timetable. They also have a responsibility to check that homework is handed in on time and is marked as soon as possible in accordance with the school’s marking policy.

If homework is of a consistently inadequate standard, or is often handed in late or not at all, the child concerned may be asked to do his / her work under supervision at playtime or at lunchtime. Full parental involvement should make the implementation of this unnecessary; parents should be invited to discuss the situation if a pattern of failure to complete tasks develops. Clear lines of communication with parents are absolutely essential in this respect, as in other aspects of the home-school relationship .parents are asked to inform the class teacher of any extra tuition that they are arranging, as a matter of professional courtesy.