

High View Primary Learning Centre



Policy:	Homework Policy	
Written by:		
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1. Intent and Aims:

Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- Use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- Practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- Prepare Year 6 pupils for the transfer to secondary school.

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.

Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests.

Our definition also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks.

Key findings

1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.
2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).

3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.

4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).

2. Legislation and Guidance

Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling, oral mental maths and times tables.

The following are government recommendations as appropriate time allocations for homework activities:

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

3. Roles and Responsibilities

Role of the Class Teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work, at a pre-school parents meeting or at an open evening if possible.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the cohort/phase.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To mark homework when necessary and give feedback to pupils.

Role of the Head teacher and Governing Body

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

Role of Parents/Carers

- To sign a home school agreement dealing with homework.
- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

At High View Primary Learning Centre we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

4. Implementation: Organisation/Planning/Inclusion

Homework Tasks

Listed below, for each Key Stage of High View Primary Learning Centre, is a number of example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

Homework tasks can be uploaded onto our learning platform of Seesaw.

Foundation Stage

These may include:

- Reading books, letter recognition and spellings. These could be in the form of QR codes.
- Counting up and down stairs
- Reciting nursery and counting rhymes and songs
- Identification of shapes in the environment.
- Letter and rhyme of the week.
- Activities related to work completed in school.
- Fastening and unfastening buttons and zips and tying shoelaces.

Key Stage 1 and 2

These may include:

- Reading
- Spellings
- Number facts (KS2 – multiplication tables)
- Tasks linked to their current learning in the wider curriculum.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability/ability or economic circumstance. We plan work that is differentiated for the performance of all groups and individuals. High View Primary Learning Centre is committed to creating a positive climate that will enable everyone to work free from prejudice intimidation and harassment and to achieve their full potential.

5. Impact: Monitoring Arrangements

General

- Staff and/or pupils themselves will mark any homework that is returned by pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.
- If children are absent due to illness we will not send homework home. We would assume the child was too ill to work.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. Work can be accessed on Seesaw. In such circumstances the teacher should consult the Head Teacher first.
- It is not possible to give homework when parents take holidays in term time.
- Parents/carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher or target group teacher.

6. Links to other policies

- Home/School agreement
- Parent Partnership
- Teaching and Learning
- Equal Opportunities and Racial Equality