



## **HOMEWORK POLICY**

**Date of Policy:** Autumn 2016

**Date of Review:** Summer 2019

### **1. Aim of Policy**

- To provide a clear definition of the purpose and nature of homework
- To identify our shared view of good practice
- To establish how homework will be organised and how we ensure progression across the school
- To identify the roles and responsibilities of those involved
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school

### **2. Definition**

At St Leonard's, we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

### **3. Purpose**

Homework at St Leonard's provides opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

### **4. Best Practice**

At St Leonard's, we consider that the following elements enable high quality provision:

- staff, pupils, parents and governors are involved in developing the policy over time
- homework organisation and expectations are made clear to all stakeholders and are varied according to the stage of the learner
- homework is set in a structured way in order to help children develop regular study patterns (with parental help)
- homework is relevant and matched to the needs of the learner
- there is timely marking and feedback for completed homework
- parents will be contacted should children regularly not complete homework
- reasons why homework has not been completed are investigated prior to action being taken
- the homework policy is reviewed at least once every three years
- each child is provided with a home / school diary to enable clear communication between home and school

### **5. Range of Activities**

A variety of tasks are used to meet planned learning objectives. These may include:

- Speaking and listening activities
- Reading
- Written composition
- Spelling and word investigations
- Book reviews
- Reading comprehension
- Independent research

- Practical maths investigations
- Learning of multiplication tables
- Collecting items linked to a theme
- Skills practice across a range of areas
- Data collection
- Educational games
- Visits to places of interest

## **6. Organisation**

- 6.1 Progression is planned from Early Years through to the end of Key stage 2. Consideration is given to the appropriate expectation for the age and stage of the learner as they move through the school.
- 6.2 In Early Years, children are expected to complete a task or activity linked with the Foundation stage curriculum which should not exceed 10 mins at one time. The frequency will depend on the ability of the child to engage with the experience. Homework may often have a focus on core skills such as phonics and shared reading.
- 6.3 In Year 1, children are expected to share a book with an adult for around 10 minutes each day and complete a 20 minute task (see section 5) once a week.
- 6.4 In Year 2, children are expected to read to an adult for around 15 minutes each day as well as practise spellings. In addition, they complete one 20 minute task per week.
- 6.5 In Year 3, children are expected to read to an adult for around 15 minutes each day as well as practise spellings. In addition, they complete two 20 minute tasks per week.
- 6.6 In Year 4, children are expected to read for around 20 minutes each day as well as practise spellings. In addition, they complete two 20 minute tasks per week.
- 6.7 As children move into upper Key Stage 2, they are expected to become increasingly independent in prioritising, completing and handing in homework.
- 6.8 In Year 5, there is a minimum expectation of 20 minutes per day spent on individual reading, practising spellings and completing two to three 20-30 minute tasks per week. This may also include finishing class work.
- 6.9 In Year 6, as well as the expectation outlined above in 6.8, children may be required to research, organise and present additional work in relation to their IPC unit of study at least once per term.
- 6.10 Generally, homework is to be handwritten by the child to a good standard of presentation. However, class teachers may decide to authorise the use of word processing for some homework types.

## **7. Roles and Responsibilities**

- 7.1 Class teachers will plan purposeful activities with clear learning intentions, which are linked to the curriculum content. They will respond to children's efforts, providing encouragement and reward and will investigate the reasons for homework not being completed before

responding with sanctions.

7.2 Parents have an important role in supporting children's efforts. They need to be aware of what homework is set and provide encouragement, support and an appropriate environment for its completion. More detailed information about how parents can support their child is provided in our parent booklet 'Homework at St Leonard's – A guide to supporting your child' (Appendix 1).

7.3 Children are responsible for completing tasks as requested (with increasing independence as they move through the school) and taking responsibility for organising any information or equipment they require.

## **8. Rewards and Sanctions**

8.1 In Reception, children are awarded stickers. If there are problems completing activities, teachers will discuss these with parents.

8.2 In KS1, children are also rewarded with stickers and given frequent encouragement. Good examples of completed recorded tasks are shared with the class. Records are kept of work completed and if appropriate, children are given a further opportunity to complete by a set date. Any problems arising are discussed with parents.

8.3 In Years Three and Four, children who complete their homework are praised in class and there is regular encouragement. Teachers keep a record of work completed. Those who fail to complete work on a frequent basis may be asked to carry out the activity in their own time in school. This may be during a break time.

8.4 In Years Five and Six, children completing homework are praised and outstanding examples of extra effort are rewarded. Teachers keep a record of work completed. If required children are asked to complete tasks in their own time in the school day. Parents are informed if a child regularly fails to complete homework.

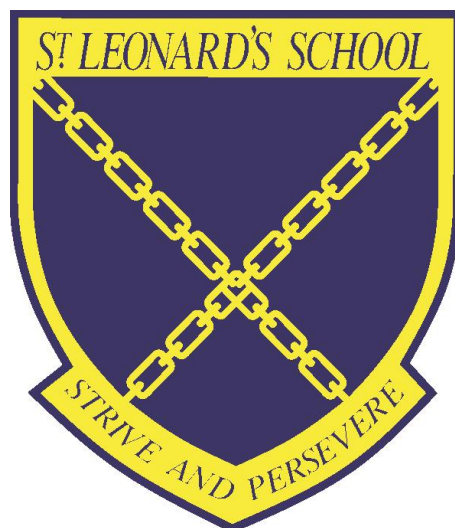
## **9. Special Arrangements**

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge.

## **10. Monitoring and Evaluation**

In order to ensure that the policy directly contributes to the quality of teaching and learning, the provision of homework will be regularly monitored. A sample of Home School Learning Diaries and planned activities will be reviewed by subject leaders and members of the school's leadership team as part of the school's self evaluation process. In addition, the scrutiny of homework samples will form part of curriculum leader's monitoring responsibilities at the allocated phase of the School Improvement Plan. Parents will also be given opportunities to share their views with teachers at parent consultations and other occasions as appropriate.

## **ST LEONARD'S C.E. PRIMARY SCHOOL**



### **HOMEWORK**

#### **HOW TO SUPPORT YOUR CHILD**

We hope that you find this booklet useful. Further information about our approach to homework can be found in our homework policy document which is available at the school. Please ask at the school office.

## **What is Homework?**

At St Leonard's we view homework as being a supported or independent task which is undertaken outside of curriculum time and which reinforces, extends or enriches current learning.

## **Why is it set?**

The purpose of homework at St Leonard's is:

- To provide opportunities for parents to be involved in children's learning.
- To enable children to practise and consolidate skills.
- To broaden the context of learning and provide enrichment and extension.
- To enable children to take responsibility for their own learning, become more independent and develop perseverance.

## **How you can help:**

- Provide a quiet area where your child can work. It is helpful to switch off the TV to aid concentration.
- Offer your help and support for younger children to complete tasks.
- Expect older children to work independently, but make it clear that you are there if needed and be prepared to participate.
- Encourage your child to complete homework on the day set, as the task will have just been explained. If they leave it until the day before it is due in, they may find that they need resources that they do not have to hand. The setting of homework several days in advance enables children to develop skills in organising their time. Younger children will need your support in moving towards this.
- Check your child's Home School Learning Diary regularly.
- Take an interest in the homework and encourage your child to take pride in the presentation of written tasks. Work should be handwritten by your child in pencil or a suitable handwriting pen, unless directed otherwise by your child's class teacher.

### What should my child be doing?

At St Leonard's we have the following expectations:

<b>Early Years</b>	Daily reading. At times complete an activity linked to the Early Years curriculum lasting for about 10 minutes.	<b>Year 4</b>	Read for 20 mins daily. Spellings. Two 20 min. tasks per week
<b>Year 1</b>	Daily read with an adult for 10 mins. Complete a 20 minute task once per week	<b>Year 5</b>	Read for 20 mins daily. Spellings. Two to three 20 – 30 minute tasks per week.
<b>Year 2</b>	Read for around 15 mins. Daily Spelling. One 20 min. task per week.	<b>Year 6</b>	Read for 20 mins daily. Spellings. Two to three 20 – 30 min. tasks plus an IPC activity per term.
<b>Year 3</b>	Read for around 15 mins. Daily Spellings. Two 20 min. tasks per week.		

### What do I do if I have a query?

If your child has a problem completing the homework or you have any questions, please call in and see the class teacher after school or write a note in the Home School Learning Diary. We will do all that we can to resolve the problem. Your support in the process is vital for children's success in developing self-study skills as they move through the school.

## What does it look like?

Homework involves a range of tasks, including the following:

Speaking &  
listening tasks

Spelling &  
word  
investigations

Collecting  
items linked to  
a theme



Independent  
research or  
craft making

Collecting data

Reading

Maths  
investigation

Book Reviews

Educational  
games

Skills Practice