



Homework Policy

Reviewed – September 2021

Principles

We believe that homework is an integral part of the curriculum and that work undertaken at home should always relate directly to teaching and learning which takes place in school. Therefore, homework is either preparation for work to be done or an extension of work that is being carried out in school. We do not set isolated tasks which are unrelated to school work and homework is never considered to be an end in itself, nor is it only set as a discipline or preparation for a future stage of education.

We believe that homework is necessary because the school is not a microcosm of society and it is not possible, within the confines of the school, to make provision for all learning experiences that we wish pupils to have. At times it is necessary for pupils to prepare for school work by carrying out research outside school and at other times they need to use and apply skills and knowledge learned in school in real contexts. We also recognise that children do not all work and learn at the same pace and we believe that homework is one way of providing flexible time allocations within specified schedules.

Aims and Objectives

We aim to enrich the curriculum and the quality of pupil's learning by involving their parents in some of their work. We also aim to help pupils to become **independent learners** by encouraging them to set some of the parameters for their own work.

In expecting children to work at home, at different times, on a range of activities we intend to meet the following objectives:

- ◆ To consolidate or develop concepts, skills and learning processes e.g. learning to read, spell and commit to memory facts and information which are regularly needed and used.
- ◆ To maximise pupils' opportunities for using and applying knowledge, skills and ideas which are developed in school, e.g. investigatory mathematics.
- ◆ To give pupils opportunities to collect information and conduct personal research.
- ◆ To provide pupils with more options about the time and resources they use in completing some tasks and assignments.
- ◆ To work in partnership with parents in supporting children's learning.

Equal Opportunities

- ◆ In order that all children have the opportunity to access information from the Internet, parents may request the use of the school's computer facilities, to assist them in their studies.
- ◆ If a homework is set 'Online' school will always offer a paper alternative, or a chance to do the homework at a break time, to cater for pupils without Internet access.
- ◆ Children are able to borrow books from their classroom and school library to help support their homework.
- ◆ Other equipment is available to lend out to help older pupils with their homework if parents have difficulty accessing the required equipment.

Reading

At whatever level or stage of reading a child is s/he is expected to engage in some form of reading at home every day. Beginner readers will need the help and support of an adult or older sibling to read with or to them. At this stage their reading homework may be linked in with the phonological awareness programme and may involve them in learning new sounds and / or words. In Key Stage 1 parents are asked to complete the "home" section of the child's reading diary at least three times a week. In Key Stage 2 children answer 'ACCELERATED READER' Quizzes to check they have understood their books. KS2 pupils should read for at least 20 minutes each day and this may be a loud to an adult or independently.

Mental Maths

Pupils will also be asked to memorise tables, number bonds and other maths facts appropriate to their stage of learning. Times Tables Rockstars may be available on-line to KS2 pupils at home.

Timings

There can be no hard and fast rules about how long homework should take or how time spent should be apportioned, because of the variation in the speed at which children work and their different concentration spans (see the summary chart on P3). The golden rule is that, should a child have concentrated on their homework and reached the maximum allotted time on the chart on page 3, they can stop if they wish and leave work incomplete.

Parents Involvement In Homework

The amount of parental involvement in homework varies and depends on each activity. Early reading activities require a high level of supervised involvement and we try and make it clear to parents exactly what is required of them. Parents may also find that they are able to help in some other forms of homework but we do encourage pupils to become increasingly independent in the completion of their homework. Parents can help by providing an appropriate environment in which homework can be done. Most importantly, they can show an interest in what their children are doing, but parents are not expected to teach their children; to engage in lengthy research; or incur expense to support their children's homework.

Uncompleted Homework

It is school policy that teachers will require all Key Stage 2 pupils to complete their homework. Teachers will always support children with logistical issues and will gladly explain, again, any element that pupils don't understand. However, when staff feel homework should have been completed they will require pupils to finish it in their own time (e.g. playtime). If parents have concerns about this policy, they have the right to complain in accordance with the 'Complaints Policy'. Alternatively, they have the right to decide to withdraw their children from homework activities. We ask for this request and the reason to be put into writing to the headteacher as the decision could prove detrimental to their child's academic progress.

Marking

We want acknowledge when a child has made the effort to do a good job completing their homework. Therefore, all homework will be checked by the class teacher and they will initial it to show they have done so. Rewards such as 'Do-Jos' may be awarded to encourage pupils. The class Teaching Assistant, or the pupils themselves may at times, do some marking of homework, but the teacher will always check the work.

Seesaw

Some of our homework is now done online. Please refer to our 'Remote Learning Offer' document, which is on our website, for more information about the protocols for Seesaw (our VLE Platform).

Summary of Weekly Homework Expectations

Year Group	Reading	Mental Maths	Other homework
R	Daily reading and phonics. Learn words / 'Tricky Word Trucks'.	Tables & number bonds will be given as and when ready.	Occasional tasks as appropriate.
1	10-15 minutes per day with an adult. Some children in year 2 will be able to read independently. Parents are asked to complete children's reading diaries. Learn Spellings.		
2			
3	Children should read every day, with an adult or independently.	Tables & number bonds as appropriate	Two weekly tasks + Learning Spellings Task 1 = Literacy or Topic based. Task 2 = maths. *Roughly, 30 mins max. per task
4			
5	Children should read every day independently.	Online Maths or 'TimeTables Rockstars' homework is a useful option.	Set & hand-in days at teachers' discretion. Optional 'take-home tasks' may be sent home to those families that request them. Or they may be offered as extension tasks on the understanding that pupils do not have to do them.
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Dates reviewed:

November 2003	(Parent and staff meetings)
December 2003	(Governor meeting)
April 2005	(Staff meeting)
Spring 2008	(Staff meeting and Parent Forum)
Summer 2011	(Staff, Parent Forum & Governors' meeting)
Summer 2014	(SMT & Governors' meeting)
February 2018	(Headteacher)
September 2018	(Staff & Governors' meeting)
September 2021	(Staff Meeting)

St. Peter's – Policy Summary

Policy Title: Homework Policy
 Scope: Pupils & Staff
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 Reviewed by: Headteacher & Teachers
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