



Homework Policy

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Agreed by governing body: Spring 2016

Signed:

Headteacher:

A handwritten signature in black ink, appearing to read 'Mrs [unclear]', located to the right of the 'Headteacher:' label.

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Introduction, aims, purpose of policy

The aim of this policy is to set out our philosophy on homework and describe the approach we take as a school. Homework is an important part of children's learning. It enables the learning that happens in school to be consolidated and provides opportunities for parents to be more involved in their child's education; this is essential, as children will reach their full potential as learners when teachers and parents are working together to help them progress. Homework also helps develop children's life-long skills, such as responsibility, endeavour and resilience. This policy describes in detail our homework expectations in the infants and juniors.

Policy summary

Our key principles explain why we value homework, and these principles underlie our approach. In the infants, homework will often be accessible with the support of an adult. As children move into the juniors, their homework should be able to be accessed independently. It is important for junior children to understand that they are responsible for their home learning, and just as the completion of homework is valued and given a clear status by class teachers, it is important for there to be sanctions in place if homework is repeatedly not completed. We provide extra support for junior children who could benefit from it in the form of an after-school homework club. There is a clear progression for the amount of homework set as children move through the school: this is organised in a table showing expectations from Nursery up to Year 6.

Key Principles

At Chase Bridge, homework is valued because it:

- provides opportunities for parents to be involved in their children's education, reinforcing the partnership between home and school
- enables children to practise skills and consolidate their learning
- helps develop lifelong skills, such as responsibility, endeavour, organisation and self-discipline

Access and challenge & parental support

In the infants, children's homework will often times be accessible to them with the support of their parents/carers.

In the juniors, children should be able to access their homework independently and there should be an appropriate level of challenge. However, this does not mean that parents shouldn't support children on their homework tasks, as having 1-1 support can be very helpful for children's learning. This support could simply be helping them get started on their task, or checking over the work they've done and offering feedback.

Marking

Marking throughout the school should demonstrate that homework is given status and importance, and that children's efforts are valued. Each year group team will decide the specifics of how homework is marked in their year group.

Homework club

We provide targeted support for children in the juniors who need extra help with their home learning. Please contact your child's class teacher for more information.

Taking responsibility

In EYFS/KS1, if a child does not complete their homework, there are no sanctions, as much of the responsibility of completing homework rests with the parent/carer. However, a conversation designed to engage parents does need to take place. There also might be specific support provided to parents where necessary (e.g. support with how to write comments in reading diaries).

In Y3 or Y4, if a child does not hand in their homework then they will have an additional day to complete it. If they do not hand it in the next day, teachers should choose one of the below options to help the child understand the importance of taking responsibility for their learning at home:

- speaking with the child's parent
- the child missing a certain amount of playtime
- a letter or phone call home
- a letter or phone call home recommending that the child attends homework club

In Y5 and Y6, if a child does not hand in their homework, they will receive an additional piece of homework; both the original and additional piece of homework will be due in the following day. If a child does not hand in both pieces of homework by the following day, teachers should choose one of the aforementioned options.

Consistency and progression across the school

Throughout the school, there is continuity, consistency of implementation and a clear progression relating to the amount of homework set; the following table outlines the progression across the school:

Year Group	Reading	Writing (including spelling, grammar and punctuation)	Mathematics	Extended tasks (typically linked to curriculum themes)	On-line resources	Expectations of children, parents and teachers
N	Daily reading of a range of books encouraged.			Termly project linked to topic	Recommended Education City activities	Responsibility for completion of homework rests with the parent and child Diary must be signed weekly by the parent and teacher
R	Daily reading of a range of books. Parents make a comment with their child four times a week. (5 minutes daily)			Termly project linked to topic	Recommended Education City activities	
I	Daily reading of a range of books. Parents make a comment with their child four times a week. (5-10 minutes daily)	In the Spring Term, there will be 6 spellings weekly -Must Should, Could (5 minutes daily practice). In the Summer Term there will be 9 spellings weekly – Must Should, Could (5 minutes daily practice). These spellings are also used for handwriting practice.	Differentiated task once a week reflecting maths focus that week. (5-10 minutes) Alternates with Mathletics	Termly project linked to topic	Set Education City and Mathletics activities on a fortnightly basis	(All of EYFS/KSI)
2	Daily reading of a range of books. Parents make a comment with their child four times a week. (5-10 minutes daily)	Must, Should, Could -9 spellings weekly (5 minutes daily practice) with associated spelling task (15 minutes once a week)	Differentiated task once a week reflecting maths focus that week. (5-10 minutes once a week) Alternates with Mathletics	Termly project linked to topic	Set Education City, Mathletics and Abacus Evolve activities on a fortnightly basis	
3	Daily reading of a range of books and children should make diary comments twice a week. (10 minutes daily)	Must, Should, Could -12 spellings weekly (5 minutes daily practice) with associated spelling task (30 minutes once a week)	Differentiated task once a week reflecting maths focus that week. (10-15 minutes once a week)	Topic based activity sheet given out with curriculum booklets, at the start of each topic. Range of activities to be completed (points and	Set Mathletics and Abacus Evolve activities on a fortnightly basis	The main responsibility for completion of homework rests with the child Diary must be signed weekly by the parent and teacher

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			Alternates with Mathematics	rewards system, similar to 'Must, Should, Could') and tied into exit point.		(All of KS2)
4	Daily reading of a range of books and children should make diary comments twice a week. (10 minutes daily)	Must, Should, Could -12 spellings weekly (5 minutes daily practice) with associated spelling task (30 minutes once a week)	Differentiated task once a week reflecting maths focus that week. (10-15 minutes once a week) Alternates with Mathematics	Topic based activity sheet given out with curriculum booklets, at the start of each topic. Range of activities to be completed (points and rewards system, similar to 'Must, Should, Could') and tied into exit point.	Set Mathematics and Abacus Evolve activities on a fortnightly basis	The main responsibility for completion of homework rests with the child Diary must be signed weekly by the parent and teacher (All of KS2)
5	Daily reading of a range of books and children should make diary comments four times a week (20 minutes daily)	Must, Should, Could -18 spellings weekly (5 minutes daily practice) with associated spelling task (30 minutes once a week) Grammar and punctuation activity weekly (30 minutes once a week)	Differentiated task once a week reflecting maths focus that week. (15-20 minutes once a week) Alternates with Mathematics	Topic based activity sheet given out with curriculum booklets, at the start of each topic. Range of activities to be completed (points and rewards system, similar to 'Must, Should, Could') and tied into exit point.	Set Mathematics and Abacus Evolve activities on a fortnightly basis	
6	Daily reading of a range of books and children should make diary comments four times a week. (20 minutes daily)	Must, Should, Could -18 spellings weekly (5 minutes daily practice) with associated spelling task (30 minutes once a week); Grammar and punctuation activity weekly (30 minutes once a week)	Differentiated task once a week reflecting maths focus that week. (15-20 minutes once a week) Alternates with Mathematics	Topic based activity sheet given out with curriculum booklets, at the start of each topic. Range of activities to be completed (points and rewards system, similar to 'Must, Should, Could') and tied into exit point.	Set Mathematics and Abacus Evolve activities on a fortnightly basis	

