



HOMework POLICY

Reviewed by Governors- Summer 2016
Reviewed Autumn 2021
Reviewed Summer 2022
Review Date Autumn 2025

Introduction

The school policy for homework was developed as a response to an analysis of stakeholder views (pupils, teachers, parents and carers) conducted in the Summer term of 2015 and based on subsequent feedback from parents in our annual parental questionnaire.

Homework is defined as 'any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers'.

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
- To use homework as a tool to help to 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
- To practise or consolidate basic skills and knowledge, especially in maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently
- To prepare year 6 for the transfer to Secondary school

The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there should be a number of points to consider:

- ✓ The nature and type of homework changes throughout a pupil's school career
- ✓ Homework should not cause undue stress on the pupil, family or teacher
- ✓ It will not necessarily come in a written form
- ✓ Homework should be set regularly from the Foundation stage to year 6

Homework tasks

Listed below, for each phase of Apley Wood Primary School, are 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 have a clear purpose and assist pupils in the process of their academic development.

Foundation stage

These may include:

- The reading and spelling of sounds/ words (phonics)
- Daily reading

- Weekly maths task when appropriate

Year 1 and 2

These may include:

- Weekly spellings linked to phonics or topic words and/or SPAG
- 'MyMaths' homework done online or a paper copy.
- Times Tables Rock Stars
- Daily reading
- Each term the children will be set a project to work on which may be connected to any subject area. They will be given a set of success criteria for their project and may be given a choice of how to present their project, for example by making a model, use of ICT, poster/leaflet etc.

If children are in an intervention group, they may receive extra homework – all year groups.

Year 3 and 4

These may include:

- Weekly spellings.
- 'MyMaths' homework done online or a paper copy.
- Daily reading
- Mental maths task
- Times Tables Rock Stars
- Each term the children will be set a project to work on which may be connected to any subject area. They will be given a set of success criteria for their project and may be given a choice of how to present their project, for example by making a model, use of ICT, poster/leaflet etc.

If children are in an intervention group, they may receive extra homework – all year groups

Year 5 and 6

These may include:

- Weekly spellings
- 'My maths' homework done online or a paper copy.
- Daily reading
- Times Tables Rock Stars
- SPAG weekly
- SATs preparation booklets for year 6 – if appropriate
- Each term the children will be set a project to work on which may be connected to any subject area. They will be given a set of success criteria for their project and may be given a choice of how to present their project, for example by making a model, use of ICT, poster/leaflet etc.

If children are in an intervention group, they may receive extra homework – all year groups

Homework timetable for all year groups

Monday	Tuesday	Wednesday	Thursday	Friday
Reception classes: Phonics				Maths handed in and sent out Spellings handed in and sent out.

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 parents evening or through information leaflets and parent workshops (e.g calculation policy).
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the cohort/ phase.
- To reward and praise children who regularly complete homework tasks.
- To 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 the success of its implementation.
- 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 on entry to the school.
- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to undertake their homework.
- To encourage and praise their child when they have completed their homework.
- To offer support for the completion of homework tasks when necessary.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

At Apley Wood Primary School, 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.

Equal Opportunities/ SEN provision

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Apley Wood Primary School is committed

to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential.

Where necessary, work will be adapted to ensure that pupils with specific difficulties or disabilities are able to access the work in line with other pupils e.g. work will be brailled, enlarged, colour overlaid etc.

General

- 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 their 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.
- Termly projects will be shared and a teacher comment given.
- If children are absent due to illness we will not send homework home. We would assume that 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. **The Head Teacher should be consulted in these circumstances.**
- Parents/ carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher in the first instance.

Review

This policy will be reviewed in the Autumn term 2025.