



ENGAYNE PRIMARY SCHOOL

Statement of Policy for Homework

Homework helps in the development of lifelong learners, who are able to organise and manage their own time, show resilience when facing problems and be independent thinkers. At Engayne Primary School, we believe homework should not be considered as an optional extra, but as an essential part of the excellent and enjoyable education we offer to our pupils.

This Policy aims to

- Explain why homework is an important part in the overall development of a child's education.
- Clarify the roles and responsibilities for all those concerned with the setting and completing of homework;
- Ensure that there is consistency of approach throughout the school in the setting and marking of homework.
- Encourage teaching staff to provide engaging and challenging homework tasks that will help develop long term learning strategies.
- Identify how the school intends to provide quality and diversity in the learning opportunities offered to pupils.
- Ensure that all pupils have equal opportunities to achieve and make progress through the homework being set.
- Ensure that parents/carers have a clear understanding about expectations for homework and their role in supporting their children in this aspect of learning.
- Help support the development of confident, independent pupils who are prepared for secondary transfer at Year Six.

1. **Purposes and Aims of homework**

- To encourage pupils to develop skills, confidence, self-discipline and motivation to study effectively on their own.
- To develop enquiring minds and the resilience needed to be a life long learner.
- To offer diversity to the quality of learning that children can experience outside the classroom.
- To create opportunities to consolidate the skills and understanding developed at school, particularly in Literacy and Numeracy.
- To extend learning by making use of resources which are available at home e.g. adult support, reference books, computers.
- To provide opportunities for parents and the school to work in an effective partnership in pursuing the aims of the school.
- To encourage parental involvement in their children's education through the sharing of enjoyable learning experiences.

2: Responsibilities for provision, completion and monitoring of homework

The implementation of this policy is the responsibility of the Head Teacher and all teaching and non teaching staff. All stakeholders must ensure that plagiarism does not take place when completing homework.

2a The Homework Lead

1. Is responsible for keeping the Head teacher and SLT updated with the organisation and setting of homework across the school.
2. Will provide staff, pupils and parents with relevant updates concerning homework.
3. Will oversee the provision of after school and lunchtime homework clubs.
4. Will support staff when implementing homework changes.
5. Will monitor and evaluate the homework policy.

2b Class teachers

1. Will set purposeful homework to be done in line with the aims of this policy.
2. Will do his/her best to ensure that homework being set is ,where appropriate, differentiated and is manageable for pupils, parents and staff (to mark) in the time available.
3. Are responsible for ensuring that pupils and parents have a clear understanding of the homework task being set;
4. Will provide written feedback or opportunities for verbal feedback on homework.
5. Should check that the student's homework book or reading diary is being signed by the parent / guardian and respond to any comments sent in by parents.
6. Should inform Phase Leaders or Homework Lead if there are issues surrounding homework tasks.

2c Parents and guardians

1. Need to help reinforce the importance of homework to their children, by explaining how the skills they are developing will enable them to become a more independent learner.
2. Should provide a suitable working atmosphere in which children can complete homework.
3. Should be responsible for keeping themselves informed about the types of homework being set and any given deadlines, by checking their children's homework book or by contacting the school.
4. Should check that homework tasks have been completed appropriately and should sign reading diaries every week.
5. Must let the school know if they or their child are experiencing difficulty with the type or amount of homework set by the school.

2d Pupils

1. Must listen to homework instructions in class and ask if they have not understood what to do.
2. Must ensure that homework is completed and handed in by the deadlines given.
3. Should complete all work to the best of their ability.
4. Need to inform the class teacher of any difficulties that the homework is causing them.
5. Are responsible for keeping their homework books and reading diaries organised and neat.

3 Expectations

As a school we understand that:

- Children are tired at the end of the school day.
- Primary school pupils have commitments in the evening through attending clubs.
- Children work at different speeds and so expect parents to use discretion to ensure that the time spent by their child is reasonable.
- It can be difficult for busy parents to make time to support children with their homework every evening.

For these reasons the homework given will be spread over a week or longer and need not be completed on any one day, although deadlines must be adhered to.

3a Quantity of homework Provision

The amount of homework set is differentiated across the school to take account of the needs of the children within each phase of their learning. Below is the minimum amount of time that pupils within these phases are expected to spend on weekly tasks. We are aware that some parents may consider this too much, whilst others would say it is not enough, however we have set an amount which most people feel is reasonable.

School phase	Number of weeks that homework will be set within each half term.						Time expected to be spent on homework per week
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Foundation Stage	0	4	4	4	5	5	30 minutes
Years 1 and 2	5	5	5	4	6	5	1 hour
Years 3 and 4	5	5	5	4	6	5	1½ hours
Years 5	5	5	5	4	6	5	2 hours.
Year 6	5	6	6	5	6	5	2 ½ hours.

Exceptions:

- 1 All pupils will be required to continue reading every week of the year, even when other types of homework are not set.
2. Pupils in Year Six have more weeks of homework set in order to prepare them for SATs and secondary school.

3b Types of Homework Provided

- Reading.
- Learning phonic or spelling patterns.
- Learning number pairs and multiplication tables.
- Consolidation tasks for work covered in class, particularly linked to Literacy and Numeracy.
- Research tasks linked to the topics being taught.
- Independent learning project work.

See appendix 1 for more information of the types of tasks set.

3c Completion of tasks.

1. Unless we have been notified by a parent or guardian, with a valid reason, as to why their children were unable to produce their homework task, it is expected that all pupils will be able to complete tasks at home.
2. We will encourage pupils to complete all tasks set; however, if completion of a task is vital to children's progress and it has not been possible to do so at home, they may be given the opportunity to do the work at lunchtime under the supervision of a teacher.
3. If a pupil is absent when a task is set then the teacher will speak to the pupil and come to an agreement about whether it is possible or appropriate to complete the activity.
4. If a pupil is absent for a prolonged period then homework tasks will be sent home to the pupil alongside any class work set to complete at home.

4. Inclusion.

1. Teachers plan for homework as part of their weekly year group meetings and this ensures that the homework set is appropriate to the work being covered in class.
2. Learning spellings and multiplication tables and completing tasks which are used to consolidate skills will be differentiated, where appropriate, in order to take account of individual pupils' needs.
3. Project based tasks will not be set as differentiate activities, thus enabling all children to access them at their own level and all outcomes will be valued by staff, other pupils and put on display in assemblies and around school.

4a Children with Special Educational Needs.

1. Children with special educational needs (SEN) are not isolated from their class group by not being given homework. The class teacher and SENCO will identify needs of specific pupils during termly review meetings and this information will be used to provide homework tasks that are accessible. Parents of pupils with special needs can discuss with the SENCO and class teachers ways in which they can support their children with their tasks and the school will offer a weekly homework and an IT research club to further support children with SEN.
2. More able children and those who are considered Gifted and Talented should be given the opportunity to:
 - achieve more demanding targets;
 - attempt tasks that the rest of the class is not going to do;
 - extend their individual talents.

5. Recording Homework Tasks

1. All homework tasks should be printed on the school format and glued into children's book, so that parents have easy access to what is expected of their children each week.
2. Teachers should keep a record of homework set and pupils who are completing tasks. Each child will have a reading diary, in which the adult listening to the child read is expected to record in.
3. Each child will have a homework book in which they can record homework activities. Where a child completes 3D homework, this can be photographed and glued into homework books.

6. Marking and Feedback of Homework Tasks.

1. Whilst it is important that all homework tasks are valued, it must be recognised that the marking of homework can place a significant extra burden on teachers; tasks should be set to ensure that the amount and timing of marking required is manageable.
2. In some cases homework will be marked in detail, for example if it is a piece of extended writing, and a comment will be added in accordance with the Marking and Feedback Policy. Not all homework is expected to be marked formally. It may be marked together in a class or groups. Sometimes pupils may be asked to present their homework to the class and verbal feedback may be given, which will be shown with a 'V' placed on the work.
3. All work is to be valued and children will be rewarded with stickers and stamps which they can collect on a reward card, placed in their homework books. Teachers will explain to their classes what the children will need to do, in order to collect a reward. The children will receive a school certificate each time they complete their reward card.
4. Homework will be displayed in classrooms and around the school and each half term the children will have the opportunity to share their work or projects with other year groups through Homework Celebration assemblies.

7. Communication with Parents and Guardians.

1. A summary of what is being taught in classes and the relevant learning project homework is placed into the children's homework book at the start of each half term. This can also be found on the school's website and teacher can provide parents with additional copies if required.
2. Homework tasks for each year group are set by teachers during their weekly planning meetings so as to ensure the homework matches the needs of the pupils. They will be printed and glued into the children's homework books.
3. To achieve consistency for parents, pupils and the school the same format is used when communicating what weekly tasks and expectations are within each year group.

4. Children's homework books or reading diaries can be used as a form of communication between home and school where both teacher and parents can record comments about progress and attitude to the tasks set or if there were any difficulties that need to be addressed.

8. Monitoring quality of provision, standards of work and achievement

1. The quality of children's work and standards of achievement will be monitored by the class teacher on a weekly basis whilst work is being marked. They will take appropriate actions to both reward those children who are meeting expectations and offer support to those who are identified as not yet meeting expectations.
2. The Head Teacher, SLT and Homework Lead will review a sample of reading diaries and homework books each term in consultation with all teaching staff.
3. The Homework Lead will monitor the types of homework being set by reading the half termly project tasks that are kept on the Staff CRL and through looking at homework books each term in consultation with all teaching staff.

9. Evaluation of this policy

At the end of each academic year the Homework Lead will evaluate the effectiveness of Homework throughout the school by talking to pupils, staff and parents to collect their views and experiences.

The Homework Lead will use this information alongside evidence taken from books to answer these questions.

1. Whose needs have been met?
2. Whose needs are not being met and why?
3. What are the problems that require short and long term solutions?
4. What is the relationship of homework to the curriculum?
5. How can policy and planning be more effective?

10. Review

This policy will be reviewed in the autumn term of 2015 Staff, governors, parents/carers and pupils will be invited to comment on how well they feel that this policy is successfully contributing to pupils' progress and attitudes to learning.

Appendix 1 : Types of homework set.

Reading

Ideally in Key Stage 1 reading and sharing of books should be a daily activity, so as to embed the essential reading skills that will be required further up the school. However if this is not possible then children should be reading at least three times a week with an adult.

In Key Stage 2 pupils should be encouraged to read for short amounts daily and are required to read for a minimum of three times a week.

Reading should include using the school reading books provided as well as any other suitable materials from home: reference books, magazines, newspapers and downloadable books from sites such as Bug Club are all ways in which children's exposure to reading can be broadened.

It is expected that reading diaries are signed by someone at home at least three times per week as children are rewarded for this in school.

Spelling

Within each year group children are taught to recognise and apply phonic blends and spelling patterns and rules.

Weekly spelling lists will reflect what has been taught and so give pupils the chance to reinforce their learning. They will be tested on these lists each week.

In addition, the school has provided parents with a list of extra spellings, which are words that the Department for Education expect pupils should be able to spell at various stages in their education. These lists have been included in the homework books and are there for guidance on the types of word children should be able to spell, for any parents who wish to extend their own child's vocabulary. Many of these words will be included on weekly spelling lists throughout the year.

Maths: Times tables

Foundation and Year One pupils will be set activities to help them develop their understanding of number values and finding the totals and difference between numbers.

Years Two to Four pupils will be set age appropriate activities that will help secure knowledge of the multiplication tables up to 12x12.

Year Five and Six pupils will consolidate knowledge of the multiplication tables and extend their understanding by learning about squared numbers, squared roots, common factors and multiples, cubed numbers and multiplication by decimals and multiples of 10 and 100.

In line with the expectation that all pupils know up to 12x12 by the end of Year Four (as set out by the Department for Education) the school have provided parents with a list of the skills that children should be able to do by the end of each phases of their learning. These are found in at the front of the homework books.

Maths, Literacy or topic related

Children will receive homework tasks that will be related to the topics being taught throughout the week. This will vary with each year group and may require the children to consolidate learning through revising the skills taught or to extend their learning by finding out information in preparation for a topic that is about to be introduced.

Project based

A larger project will be set over a half term and children are encouraged to spend at least three homework sessions on these. These tasks have been designed so as to develop the children as more independent learners. The tasks should:

1. engage pupils and encourage them to develop lines of enquiry in order to work things out for themselves;
2. make children find out information from a variety of sources, including research from first hand observation, discussion with adults and use of secondary source materials;
3. Build upon their ability to organise their work and to plan for how a task can be completed efficiently and to a high standard;
4. Develop their resilience as a learner and to be able to look for solutions to problems they encounter whilst working.
5. Develop a sense of achievement in their own ability and pride in what they do.