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# Homework Policy

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## **1. Introduction**

**1.1** Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

## **2. Rationale for homework**

**2.1** Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

**2.2** Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

## **3. Aims and objectives**

**3.1** The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

## **4. Types of homework**

### **4.1 Learning Logs**

Children are issued a Learning Log to record their homework each week. The homework tasks set either follow on from the work done in class or are tasks that prepare children for the following weeks work. The use of the Learning Logs helps children develop their learning skills and develops their knowledge and understanding in a range of styles. Homework tasks will vary each week covering different subject areas as well as developing the key skills of thinking, communication, ICT, number, project work and open ended problem solving tasks. Children are encouraged to think about the best way to present their work to show their understanding such as:

- Drawing, Mind mapping,
- Thought showers or brainstorming Collage,
- Fold out pages, Taking photographs.
- Cutting and sticking, Using the computer

Children have the opportunity to share their learning logs with others and there is a strong emphasis on self and peer assessment.

**4.2** In the Foundation Phase we encourage the children to read by giving them books to take home to read with their parents through our story sacks scheme (Reception classes) and home reading scheme (Years 1 and 2). We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also encourage children to learn phonic sounds and flashcards/high frequency words linked to the school reading scheme depending on stage of development.

**4.3** In Key Stage 2 we have a library for children to borrow books.

## **5. Amount of homework**

**5.1** The amount of homework given to children may increase as they move through the school. In addition we expect all pupils to spend some time reading with a parent or independently.

## **6. Pupils with special educational needs**

**6.1** We set homework for all children as a normal part of school life. We try to ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

## **7. The role of parents**

**7.1** Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

**7.2** If parents have any problems or questions about homework, they should contact the child's class teacher. If they wish to make a complaint about the homework policy they should in the first instance contact the head teacher before making contact with the governing body.

## **8. Monitoring and review**

**8.1** It is the responsibility of our governing body (Curriculum Committee) to agree and then monitor the school homework policy. Parents complete a questionnaire during the school's ESTYN inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between ESTYN inspections, by any parent. Our governing body may, at any time, request from the head teacher a report on the way homework is organised in our school.