

ESSEX PRIMARY SCHOOL

Homework Policy

**Reviewed: Nov 2014
Next Review: Nov 2017**

HOMEWORK POLICY

1 Introduction

1.1 Homework is anything children do outside the normal school hours that contributes to, extends and consolidates children's learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are 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. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing 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. However, 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 activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside 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 cooperation 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 an extension of educational experiences outside of school
- to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons

4 Types of homework

4.1 Staff and pupils regard homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.

4.2 We set a variety of homework activities.

EYFS

- Talk homework: Parents are expected to talk to children based on a variety of topics linked to the curriculum
- Reading: Parents to read with their children daily
- Handwriting practice

KS1 & KS2

- Talk homework: Parents are expected to talk to children based on a variety of topics linked to the curriculum
- Reading / Reading Comprehension
- Handwriting practice
- Spellings
- English/Maths
- Occasional topic/ research work

4.3 At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.2, but we expect them to do more tasks independently. We set English, Maths and Science homework routinely each week, and we expect the children to consolidate and reinforce the learning done

in school through practise at home. We also set homework as a means of helping the children to revise for tests, as well as to ensure that prior learning has been understood. We often set research work.

4.4 Homework is marked according to the general school marking policy, by quality marking one group each week and showing acknowledgement of all other homework completed. Homework completed is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

4.5 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

5 Inclusion and homework

5.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework for pupils who are named on the SEN register, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings. We allow for equal opportunities.

6 The role of parents

6.1 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 child as and when they feel it to be necessary and to 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. Parents need to ensure children have regular breaks.

6.2 If parents have any questions about homework, they should contact the child's class teacher. If they wish to make a complaint about the school's homework policy, or the way it is implemented; parents should contact the governing body.

7 Use of ICT

7.1 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

7.2 Homework can also be in the form of ICT (using the MLE) if children have access to the internet at home. There are many websites containing highly educational material which can have a positive impact on the child's learning. Parents are responsible for ensuring that e-safety rules are applied at home and that their child is supervised at all times when using the internet. Class teachers update and set activities for children to use on MLE regularly to enhance learning through ICT.

7.3 We discourage children from bringing computer memory sticks into school, because of the risk of viruses.

8 Monitoring and review

8.1 The Assessment coordinator and DHTs are responsible for coordinating and monitoring the implementation of this policy.

8.2 It is the responsibility of our governing body to agree and then monitor the school's homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our Head Teacher a report on the way homework is organised in our school.

8.3 Morning and Afterschool Homework Clubs are used to support targeted children.

8.4 This policy will be reviewed in three years, or earlier if necessary.