

Homework Policy

Introduction

We derive our Homework Policy from our Mission Statement - 'Roots to Grow, Wings to Fly, Faith to Flourish.' We aim for all children to develop the skills and confidence to flourish. 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/carers to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Rationale for homework

Children benefit greatly therefore from the mutual support of parents/carers 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/carers. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the ways in which children can acquire the skill of independent learning.

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 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/carers encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims and objectives

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.

Types of homework

We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we encourage the children to read by giving them books to take home to read with their parents/carers. We give guidance information to parents/carers to help them achieve the maximum benefit from this time spent reading with their child. We also ask Reception and Key Stage 1 children to learn spellings or High Frequency Words as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying it in school.

At Key Stage 2 we continue to give children the sort of homework activities but we expect them to do more tasks independently. We set Reading, spelling and mathematics homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home. We may also set homework as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood.

Amount of homework

We increase the amount of homework that we give the children as they move through the school. We expect all Reception and Key Stage 1 children to read daily with a parent and our Key Stage 1 pupils to spend approximately 30 minutes a week completing homework tasks sent home from school. Pupils in Key Stage 2 will receive weekly homework tasks linked to areas of learning in school. In addition to this, pupils have weekly spellings to learn and are asked to practise times tables and be expected to read daily.

Pupils with special educational needs

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. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Individual Education Plans (IEPs).

The role of parents/carers

Parents/carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents/carers 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/carers 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.

If parents/carers have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Our governing body may, at any time, request from our headteacher a report on the way homework is organised in our school.

Tatham Fells CE (VC) Primary School

Homework Policy

Signed (Headteacher):Fiona Ip

Signed (On behalf of the Governing Body):Helen Wilkinson

Date: February 2024

Review date: February 2027