

Emersons Green Primary School



Homework Policy

Signed (Chair):	Name: Mike Beard	Date:
Signed (Head):	Name: Adam Rider	Date:
Draft to Governors – November 2015		Draft to staff- November 2015
Ratified:		Next Review: September 2017

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Homework	DATE:	November 2015
EIA CARRIED OUT BY:	A RIDER	EIA APPROVED BY:	A RIDER

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment (transsexual)		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Sex (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		X

- Any adverse impacts are explored in a Full Impact Assessment.

HOMEWORK POLICY

Rationale

Opportunities for learning at home are an essential part of the good education that the school offers to all our children. Homework develops the links between home and school as partners in the children's learning. As children become older, homework helps to develop independent learning skills including enquiry and investigation. This policy takes into account feedback from parents/carers and views of the teaching staff.

Purposes

Through this policy we aim to:

- Ensure consistency of approach throughout the school.
- Ensure that parents, teachers and children are clear about what the role they play with regard to homework
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment. Encourage pupils and their parents to share and enjoy learning experiences.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.

Aims for the child

- To generate and develop confidence and self esteem
- To encourage an inquisitive nature and an intrinsic desire to learn throughout life
- To understand that learning takes place everywhere
- To instil in each child the highest expectations of effort and achievement.
- To develop organisational and independent learning skills

School Objectives

- To further develop an effective partnership between the school and home
- To consolidate and reinforce skills and understanding, particularly in Maths and English.
- To utilise resources and opportunities for learning at home
- To extend school learning e.g. through additional reading
- To encourage children as they get older to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary school.

School Staff should:

- Communicate with parents termly regarding the topics being covered and explain homework expectations for the term. Every attempt will be made to avoid using educational jargon
- Ensure that children understand exactly what they have to do and have access to the resources to complete the task
- Give children clear and precise instructions including the time scale in which the task should be completed
- Set work that is appropriate to the age and ability of the child
- Check and/or mark the work in line with our marking policy as soon as possible and hand it back to the child. This may involve verbal feedback and /or celebrating the work by displaying it or sharing it with others

Whilst we acknowledge that pupils spend a great deal of time and effort on homework, the teachers have to balance their own time and effort so that their emphasis remains on lessons and work completed within

the school day. To this end, work completed at home, although commented upon, will not always be marked as thoroughly as the work completed in class. This does not mean that we value it any less.

Children should:

- Ask their teacher if they are unsure what to do
- Ensure that homework is completed and handed in on time.
- Ask their teacher for homework missed through absence, as appropriate.

Parents should:

- Encourage children to engage in homework
- Provide space and time for children to complete homework
- Take an active interest in homework tasks and talk to the child's class teacher if they have any concerns
- Expect their children to read daily or have a story read to them, or share a book with an adult or other child and then discuss what they have read/ enjoyed/ found out.

Homework is not compulsory, however it is highly recommended as it greatly supports children's learning.

Homework tasks may include:

- Reading at home with/to an adult (record in Reading Record)
- Practising and revising basic skills (spellings, tables)
- Consolidation of skills and understanding, particularly in Maths and English.
- Research for particular topics (using a range of sources)
- Follow-up work (It is not recommended that children be set extended pieces of written literacy work as homework. Such work is best done within school to ensure understanding and a quality end product.)

Recommended Time Allocation:

Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is encouraged e.g. reading. We base our expectations on government recommendations for time spent completing homework activities.

- Years 1 and 2 – 60 minutes per week
- Years 3 and 4 – 90 minutes per weekend
- Years 5 and 6 - 30 minutes per day

Although the recommendations appear considerably different, especially between Lower and Upper Key Stage 2, these are only recommendations and should be used as a guide, not a strict timeframe that must be adhered to.

Weekly Maths homework will be given to children in Upper Key Stage 2 (Year 5 & 6) in order to help consolidate skills and for the rest of the school, an outline of what will be covered that week with examples to support learning will be given at the start of the term.

Holiday Periods

No homework will be set during holiday periods apart from maintaining the reading habit. This is with the exception of Year 6 who will be provided with some revision-type homework in the Easter holiday before the KS2 SATs.

Conclusion

Although not compulsory, homework is seen as an important part of children's learning. When both home and school are valuing the efforts and achievements of children within a structured partnership, the children will be more likely to develop their full potential.

