

# **Ely St John's School**

## **Homework Policy**

### **Introduction**

The school policy for homework has been developed and agreed after consultation with staff, parents, children and governors. The policy was approved and ratified by the Governing Body during the Summer Term 2013.

### **Why do we set homework?**

By setting homework we aim to:

- Provide opportunities for parents, children and the school to work together in partnership to improve children's learning.
- Use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils by extending it beyond the classroom environment.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce learning in class by providing further opportunities for individual learning on the same or related work.
- Practise and consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- Prepare Year 6 pupils for the transfer to secondary school.

### **The purpose of the Homework Policy**

- To ensure that parents are clear about what their child is expected to do in terms of homework.
- To ensure consistency of approach throughout the school.

### **How much homework do we set?**

Recommended times for each year group to spend on homework:

Foundation Stage: Up to 1 hour per week.

Yr 1/2: 1 hour per week.

Yr 3/4: Up to 1.5 hours per week.

Yr 5/6: 1.5 hours per week.

### **What form does homework take?**

In each year group there are some 'daily basics,' which the children should be getting into the habit of doing at home. These include:

- reading
- learning spellings
- tables
- CLIC Learn-its (Maths basic skills programme)

In addition, other tasks are set each week. These will vary but will be appropriate to the age and ability of the child. Children will be given an appropriate amount of time to complete these tasks and will be told of the expected completion day.

<b>Typical homework tasks and amounts per week</b>	
<b>Year Group</b>	<b>Homework tasks</b>
Foundation Stage	Daily reading
Year 1	1 task per week + 10 mins reading per day + CLIC Learn-its
Year 2	1 task per week + 10 mins reading per day + spellings + CLIC Learn-its
Year 3	1 task per week (Numeracy) + reading + spelling activities
Year 4	1 task per week + reading + spelling activities + tables
Year 5 and Year 6	2 tasks per week (Literacy + Numeracy) + reading + spellings + tables

Homework should never be onerous nor should it create stress within the family. If parents have any concerns they should contact the school.

### **How do we communicate with parents?**

Parents will be informed about the teacher's organisation and expectations with regard to the 'daily basics' through newsletters, which go out from each year group at the beginning of each term. Teachers will ensure that pupils and parents receive accurate information about the weekly tasks, including what is required and the expected completion date.

### **Get Ahead Club**

A lunch time club is held once a week to enable children to complete any pieces of homework. All children should be able to access this club in order to have help from a member of staff and/or access to a computer.

### **Absence from school**

If children are absent due to illness we will not send homework home because we would assume the child to be too ill to work. If a child is absent for a long time e.g. with a broken leg, the teacher and the parent will agree what homework should be done, how it should be marked and what sort of help needs to be given. Homework will not normally be given if parents take holidays in term time.

### **Role of the Class teacher**

- Communicate the homework expectations through a newsletter or instructions on sheets/Homework Diaries (Year 6).
- Set regular homework in an easily followed routine and ensure it is understood.
- Ensure that homework is set consistently across classes in the cohort.
- Set homework that is well-matched to children's ability and takes account of ethnic and cultural differences.
- Ensure any homework has a clear purpose and links directly to the curriculum being taught.
- Enable parents to support their children by making expectations clear and giving guidance where necessary.
- Give children sufficient time to complete the tasks with a clear expected completion date.
- Mark homework when appropriate and provide feedback to children during lesson time.
- Praise children for their homework efforts.

### **Role of the Parents/Carers**

In order to best support their children with homework, parents are asked to follow these guidelines:

- Support the school by ensuring that their child attempts the homework tasks set.
- Provide a suitable place for their child to do their homework.
- Encourage and support children with their homework without doing it for them.
- Make learning enjoyable by encouraging and praising their child's homework efforts whenever possible.
- Encourage their child to become more independent in organising their homework and returning it.
- Encourage children to use resources such as the local library, dictionaries, information books, the Internet and so on.
- Make it clear to their child that they value homework and that it can help learning.
- Not to put excessive pressure on their child. Learning at home should be an enjoyable experience.

### **Role of the child**

Children are expected to take increasing responsibility for their own homework as they move up through the school. The responsibilities they need to develop are:

- Communicating with their parents about their homework.
- Organising themselves – taking the tasks home, completing them and returning them on time.
- Making sure that they understand what is expected of them – asking when they need further explanation or help.
- Listening carefully to instructions.
- Taking care over the tasks and completing them to the best of their ability.

### **Role of the Head teacher**

- Monitor compliance with the Homework Policy and take appropriate action to deal with any lapses.
- Meet and talk with parents when appropriate.
- Ensure new parents to the school are made aware of the Homework Policy and what it entails.

### **Role of the Governing Body**

- Ensure the school has a suitable homework policy and that it is being implemented correctly.
- Monitor the effectiveness of the Homework Policy in consultation with all stakeholders.
- Review the policy not less than every two years.

### **Racial Equality & Equal Opportunities**

All children must have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. Work must be planned that is differentiated to meet the needs of all groups and individuals. Ely St John's School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

### **Review**

This policy will be reviewed as necessary.