



Ashton St. Peter's Church of England Voluntary Aided Primary School

Homework Policy

Ratified in October 2017

Update in October 2018

Aims of Policy

- To provide a clear definition of the purpose and nature of homework
- To identify our shared views of good practice
- To establish how homework will be organised and how we ensure progression across the school
- To identify the roles and responsibilities of those involved
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

Definition

At Ashton St. Peter's we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

Purpose

The purpose of homework at Ashton St. Peter's is to provide opportunities for parents to be involved in their child's learning. Homework is set at an age appropriate level, enabling children to practise and consolidate skills. It also aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

Good practice

At Ashton St. Peter's, we believe that the following principles underly good practice.

- A variety of approaches are used to ensure that parents and children are aware of homework expectations and organisation
- Homework allocations are made clear
- Homework is set in a structured way to help children develop regular study patterns (with parental help if needed)
- There is regular feedback and praise for completed work and a system in place for responding to children who fail to complete

- The reasons why homework has not been completed are investigated before action is taken
- In planning homework, teachers set clear learning intentions and tasks are appropriate
- There is a clear system for monitoring how the policy requirements are being fulfilled
- This policy is reviewed annually more often if required
- In Year 5 and Year 6 each child is provided with a Learning Diary and homework to be completed is recorded in this diary

Range of Activities

A variety of tasks are used to meet planned learning objectives. These can include:

- Reading
- Spelling and word investigations
- Book reviews
- Reading comprehension
- Independent research
- Practical maths investigations
- Learning number facts
- Collecting items linked to a theme
- Skills practice across a range of areas

Organisation

Progression is planned from Reception to Key Stage Two through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.

In Reception, children are expected to complete a task or activity linked to the Early Years curriculum. This will include maths, 'Sounds-Write' phonics and reading.

In Year One, children are expected to read with an adult for around 10 minutes each day and practise their weekly spellings each day. After the October half term, in addition, they will have a topic task once a week.

In Year Two, children are expected to read for around 15 minutes and practise their weekly spellings each day. In addition they complete a specific task each week.

In Year Three, there is an expectation to read for around 15 minutes and practise spellings daily, along with the completion of two tasks each week.

In Year Four, children are expected to read for 20 minutes, practice daily spellings and complete two tasks each week.

As children move into upper Key Stage Two, they are expected to take increasing responsibility themselves for the completion of their homework.

In Year Five, there is a minimum expectation of 20 minutes per day spent on individual reading (or to an adult if this is appropriate) practising daily spellings and the completion

of two to three 20 - 30 minute tasks which each week will include English and Maths. This may also include finishing class work.

By Year Six in addition to the above, children are given homework activity books for English and Maths with different sections assigned each week.

Roles and Responsibilities

Class teachers will plan purposeful activities with clear learning intentions, which are linked to the curriculum content. They will respond to children's efforts, providing encouragement and reward and will investigate the reasons for homework not being completed before responding with sanctions.

Parents have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for its completion.

Children are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

Responding to children and ensuring that homework is completed

In Reception, children are awarded stickers and given frequent praise and encouragement. If there are problems completing activities, teachers will discuss with parents.

In KS1, children are also rewarded with stickers, Headteacher Awards and given frequent praise and encouragement. Good examples of completed recorded tasks are shared with the class. Records are kept of work completed and if appropriate children are given a further opportunity to complete by a set date. Any problems arising are discussed with parents.

In Years 3 and 4, children who complete their homework are praised in class and there is regular encouragement. Those who fail to complete work on a frequent basis are asked to carry out the activity in their own time in school. This may be during a break time.

In Year 5 and 6, children completing homework are praised and outstanding examples of extra effort are rewarded. Teachers keep a record of work completed. If required, children are asked to complete tasks in their own time in the school day. Parents are informed if a child regularly fails to complete homework.

Special arrangements

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge.

Monitoring and Evaluation

In order to ensure that the policy directly contributes to the quality of teaching and learning the provision of homework will be regularly monitored. A sample of Home School Learning Diaries and planned activities will be reviewed by the Senior Leadership Team annually as part of the school's self- evaluation process. Parents will also be given opportunities to share their views with teachers at parent consultations and other occasions as appropriate.

Review Procedures

The School's policy will be reviewed when:

- Annually October 2018
- The School wishes to review the policy.
- If amendments are required by the LA

Ratified by:

Date: October 2017

Chair of Governors