



Template Homework Policy (primary)

Document provenance

This policy was approved as follows –

Executive Leadership Team

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Frequency of review: Two years

ELT Owner: National Director of Education

Author: Regional Education Director (South-West)

Summary of changes at last review:

- No changes to policy

Related documents:

- Curriculum policy (primary)

Summary of policy:

This policy is designed to give academies an indication of how Academy policies can be drafted. It is not exhaustive in respect of best practice or the regulatory frameworks that apply in relation to Academy policies. Academies should tailor template policies to ensure that they reflect current practice and the ethos at the Academy.

Template Homework Policy (primary)

1. Introduction and purpose

- 1.1 Homework is here defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.
- 1.2 Homework can help to develop an effective partnership between the academy, parents/carers and pupils. It provides opportunities for parents/carers and pupils to work together and to enjoy learning experiences. It has a role to play in consolidating and reinforcing skills and understanding, particularly in literacy and numeracy.
- 1.3 Homework not only extends academy learning by reinforcement and revision, for example through additional reading, but also encourages pupils as they get older to develop the confidence and self-discipline needed to study on their own, preparing them for the requirements of secondary academy.

2. Scope

- 2.1. This policy applies to all academy educational staff

3. The role of the academy

- 3.1. Homework will normally be set by the class teacher who will be responsible for ensuring that the demands of homework are manageable for parents/carers on a day to day basis.
- 3.2. Homework demands will be as even and balanced as possible and will take other factors into account e.g. due to religious obligations less homework will be given during Ramadan.
- 3.3. The academy aims to ensure that parents/carers have a clear understanding about expectations for themselves and pupils in regard to homework. It will set out clearly for each class what the homework pattern is. This will be available for parents at the start of the year and will be included on the year group page on the academy's virtual learning environment (VLE).
- 3.4. In setting homework the academy will take into account the needs of individual pupils and ensure progression towards independence and individual responsibility.
- 3.5. Children with Special Educational Needs may be set specific tasks by the class teacher or Special Needs support staff separate from the homework set for others in the class but the academy recognises that it is important that they do as much in common with other pupils as possible.
- 3.6. Incentives and rewards will be given to encourage pupils to complete and return homework on time and to encourage independence. If a pupil does not regularly complete the set homework and there has been no explanation from parents or carers, the academy will contact them to discuss any difficulties.
- 3.7. The academy will monitor and review the effectiveness of its homework programme.

4. The role of the parents/carers

- 4.1. The involvement of parents/carers in joint activities with children is most valuable in promoting children's learning. Short activities of different kinds - simple games, learning spellings and number facts, and of course reading together - provide a very important opportunity for children to talk about what they are learning to an interested adult and to practise key skills in a supportive environment. All of these activities are types of homework.
- 4.2. Parents/Carers should try to provide a suitable time and place in which the pupil can do his/her homework. They should make it clear that they value homework and support the academy by explaining how it can help the pupil's learning. Parents should encourage pupils and praise them when they have completed their homework.
- 4.3. Parents/Carers can maintain a dialogue about homework through their child's Reading Record Booklet or Home/Academy Diary.
- 4.4. If their child has any problems in carrying out the homework parents/carers should contact the class teacher

5. Homework programme

- 5.1. Parents/carers will be given specific details of their child's homework together with information about topics which will be covered at a parents' meeting in the autumn term. This information will also be available on the year group pages of the VLE.
- 5.2. Literacy and numeracy will be the main focus of the homework with other subjects, for example science, introduced as children progress through Key Stage 2.

6. Literacy activities

- 6.1. Parents can play a crucial role in helping their children to develop a love of reading from an early age. Pupils in Reception and Key Stage 1 will be expected to share and enjoy books and to read regularly with adults and as part of their reading homework. As children progress through Key Stage 2, regular reading continues to be crucial. This should take the form of reading to an adult, of reading on their own if the child is a fluent reader, or of using reference material to find information about a topic. All pupils should be encouraged to read regularly.
- 6.2. Other literacy based homework may include learning sounds that individual or groups of letters make, learning to recognise key words or letter patterns, learning spelling, practising handwriting, planning and writing a story or answering any questions about a written text or to reinforce work done in class.

7. Numeracy activities

- 7.1. Initially children will be given tasks to develop their ability to count and combine numbers and to develop an understanding of mathematical vocabulary, including measures, shape, data handling etc.
- 7.2. As they progress children will be given number facts and tables to practise and learn. Formal mathematics homework may be set to reinforce work covered in class. Children may be given investigations to carry out or activities to develop their confidence and/or understanding.

8. Other curriculum areas

- 8.1. Where appropriate, pupils will be given additional tasks such as researching topics to support learning in class, reading in preparation for lessons, written assignments and preparing oral presentations.
- 8.2. In addition to the homework set, the academy will make available additional opportunities for study for pupils who wish to undertake optional tasks to consolidate or extend skills and knowledge. The academy's VLE will provide opportunities across the curriculum to extend study at home and to develop independent learning

9. Suggested time allocations for homework

| Year | Time | Type of activity |
|------------------------|--|---|
| Reception and Year 1 | Up to 1 hour spread across the week | The emphasis will be on developing basic skills. Activities will include regular reading, practising spellings and sounds, other literacy work and tasks to develop basic number skills. |
| Year 2, 3 and 4 | Up to 1.5 hours spread across the week | The activities will extend the learning from Reception and Year 1 with an emphasis on extending basic literacy and numeracy skills and gaining independence. Some longer pieces of written work may also be included. |
| Year 5 and 6 | Up to 2 hours each week | There will be a structured weekly schedule to develop skills in literacy, numeracy and topic but tasks may also range widely across the curriculum. |

10. Training

- 10.1. The headteacher and Regional Education Director will arrange any necessary training for staff to implement the policy.

11. Responsibilities

- 11.1. The headteacher has overall responsibility for the implementation of this policy
- 11.2. The teachers have responsibility for ensuring compliance with the policy
- 11.3. The Regional Education Director has responsibility for ensuring compliance with the policy within the region

12. Monitoring and compliance

- 12.1. Compliance with the policy will be monitored by the regional governance structures – Raising Achievement Boards and Regional Performance Boards.
- 12.2. The trustees will scrutinize impact of this policy via their performance dashboards and cyclical reporting

13. Review

This policy will be reviewed as noted above.