



St Andrew's CE VC Primary School

Homework policy

Introduction

Homework is any activity that pupils undertake outside of school lesson time; either on their own or with the support of family members. Homework encompasses a whole variety of activities instigated by teachers and parents/carers; supporting and enriching children's learning.

Aims and objectives

- To inform parents about work going on in class, promoting cooperation between home and school.
- To further stimulate enthusiasm for learning.
- To be a great source of gathering topic information to share with other children.
- An opportunity to practise key skills: times tables facts; number bonds; spellings; handwriting.
- To help children develop good habits of organisation and self-discipline in preparation for the demands of Secondary school.
- To provide educational experiences not possible at school.

Homework at our school

Whilst we support all of the above key principles, St. Andrew's is not a school where homework dominates home and school life. We accept that not every activity will capture children and parents' imaginations and that weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a burden/source of conflict it ceases to be a constructive aspect of teaching and learning.

We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines, apart from encouraging **daily reading**; individually and with support (teachers are happy to give advice when required).

We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work but will receive house points for returned homework and for work that is of a good standard. However, discrete homework registers will be kept and if a child consistently fails to complete and return tasks, this will be discussed with the child and their parents.

Expectations and routines

Homework tasks will be explained and discussed in class before being sent home. It is our intention at St. Andrew's, and good practice, not to send home learning tasks that the child will not be able to complete. There will be a clear explanation/reminder from the teacher of what is expected.

The tasks set will not always need to be handed in. There are other ways in which teachers will respond or give feedback; for example, sharing results in class discussion; putting work on display; transferring work into a class book.

Reception- Daily reading and practising of phonics.

Year 1/2 - In the first week of each term a suggested homework list will be issued. The tasks will be topic based, differentiated per year group and will cover a broad range of curriculum subjects. This homework will not be compulsory. It will be up to parents and pupils as to which tasks and how many of these tasks are completed over the term. At the end of the term (the date will be included on the initial letter) there will be a sharing morning where all children can present their home learning to the rest of the class. Homework will be visually and verbally assessed at this point but not formerly marked. In addition to this, spelling lists and phonics sounds will be sent home accordingly when they are required. These will be assessed informally by the teacher in reading and writing.

Year 3/4 - In Year 3/4 homework will be project based and will cover a different topic each term. The project will cover a broad range of curriculum subjects which pupils will be able to choose from. There will be a sharing morning at the end of each term for pupils to bring in their finished projects and share with the rest of the class.

Year 5/6 – In Year 5/6 homework will be project based and will cover a different topic each term. The project will cover a broad range of curriculum subjects with pupils being expected to complete one piece of work per week, which will need to be handed in. There will be a sharing morning at the end of each term for pupils to bring in their finished projects and share with the rest of the class.

In the lead up to end of year KS2 tests, Year 6 will be required to complete additional home learning tasks to aid them in their preparation for these important assessments.

It is our policy not to give homework during holidays.

If you take a holiday during term- time (unauthorised and actively discouraged by us as a school), parents may not request work from the teacher. We suggest that parents organise a holiday diary.

Inclusion and home learning

At St. Andrew's we set home learning tasks for all, ensuring that tasks set are appropriate to the ability of the child, allowing for all children to contribute in a positive way.

Children who receive extra support from an intervention in school may sometimes be given learning tasks relating to their specific need.

Use of ICT

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else. There are many websites containing highly educational material which can have a powerful effect on children's learning. Parents or carers are advised always to supervise their child's access to the Internet.

Monitoring and review

If you find the home learning tasks inappropriate for your child; or they lack interest; or it has become a battleground to complete the work, please raise your concerns with your child's teacher in the first instance.

If you still have concerns, then contact the Headteacher (Helen Green) who is responsible for the coordination and implementation of this policy.

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.

Signed
Chair of Governors

Dated
January 2016