

The Stukeley Federation



Stukeley
Federation

Homework Policy

in support of

William Stukeley CE Primary School

and

Deeping St. Nicholas Primary School

Policy approved by Full Governing Body: February 2022

Policy to be reviewed: February 2024

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2003

We believe that homework is a number of tasks or activities which pupils are asked to do on their own, or with their parents, in order to reinforce curricular objectives and learning outcomes.

We believe homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas; helps raise the level of achievement of individual pupils; provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We consider homework should be:

- interesting and rewarding for all children
- linked directly to a lesson
- integrated into everyday planning and set by the class teacher, or teaching assistant
- differentiated to cater for individual children's learning needs
- clearly understood so that children know when, what and how the work is to be done
- acknowledged and fed back to the children promptly

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

We agree with those parents who feel that homework should not be excessive and that children should be allowed time to build social relationships. It is very important that children have spare time for themselves in order for them to develop their character, and the skills and qualities needed to be successful in later life.

We do not want to see homework damaging children's education and their home life by it creating tension between parents and children. We believe that there must be a balance, with children doing some homework and time for them to explore, experiment and enjoy learning, without them feeling pressurised.

We must not overdo the amount of homework that is given to children as they need some time to relax and recover after their day in school.

We, as a school community, have a commitment to promote equality. We believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To reinforce curricular objectives and learning outcomes by setting interesting tasks or activities.
- To create a strong partnership between home and school.
- To familiarise parents with the nature of class work
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
- responsibility for ensuring that the school complies with all equalities legislation
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy, and all policies, are maintained and updated regularly
- make effective use of relevant research and information to improve this policy
- responsibility for ensuring all policies are made available to parents;
- nominated a Steering Group to visit the school regularly, to liaise with the Headteacher and Faculties and to report back to the Governing Body
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy
- promote this policy by raising its status and importance
- ensure that homework is built into teachers planning
- ensure the amount of homework is not an excessive amount
- provide supportive guidance for parents
- keep up to date with new developments with regard to homework
- make effective use of relevant research and information to improve this policy
- work closely with the link governor and Faculties
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff

- monitor the effectiveness of this policy speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy

Role of the Teachers

Teachers must:

- integrate homework into their planning
- set interesting tasks or activities
- set homework appropriate to each child's needs and abilities
- explain when, what and how the work is to be done, so that each child clearly understands
- provide feedback
- not give an excessive amount of homework

Role of Parents/Carers

Parents/carers are asked to:

- sign the Home-School Agreement indicating their support for homework
- praise the value of homework to their children
- read to and with their children every day
- provide a suitable space in their home where their children can concentrate on their homework
- establish a homework routine such as no television
- provide materials pens, pencils etc.
- go through the homework before their child starts, and discuss the completed work when finished
- make the experience pleasurable
- find time to work with their child or be at hand if a problem arises
- discuss, encourage and praise their child's efforts
- contact the school if they are not sure of some aspect of the homework, or if their child is experiencing difficulties in doing it

Role of Pupils

Pupils are asked to:

- complete their homework and hand it in on time
- make sure they understand what is asked of them
- make sure they get feedback on their homework

Types of Homework

All homework tasks and activities are designed to consolidate and reinforce skills and understanding in numeracy and literacy and to consolidate learning in other aspects of the curriculum.

Time Allocation

We recommend the following time allocation:

Foundation/Key Stage 1	Years 3 and 4	Years 5 and 6
Up to 1 hour per week	Up to 1.5 hours per week	Up to 2.5 hours per week

William Stukeley

Reception and Year 1

Children will be given literacy, spelling and number-based activities. Children will take home reading books to read independently, with an adult or sibling. Books will be changed weekly. Parents to write in reading record.

Year 2 children will be given spellings to be practised at home. Reading: two books to be completed weekly with a focus given to re-reading the books. Activities will be given to reinforce numeracy skills. They will also have reading comprehension activities to build reading for understanding skills.

Key Stage 2

Children in Key will be given reading-based activities, number games and tasks, together with more challenging activities such as:

- Finding out information/research
- Reading in preparation for lessons
- Preparing for oral presentations
- Written assignments in a variety of subjects.

Year 3 and 4 children will be asked to carry out homework tasks which include:

- Spellings to learn / practise
- Literacy writing task (20 mins)
- Numeracy task (20 mins)
- Reading – 3x per week
- Occasional topic related tasks

Year 5 and 6 children will be asked to complete weekly literacy and numeracy tasks, which should not exceed 30 mins per task. They will be given optional/additional research projects, as appropriate.

Children will also be expected to read independently and practise multiplication tables and spellings.

Deeping St. Nicholas:

EYFS/Year 1 & 2

Children in Squirrels' class will have a reading book to share with an adult at home. These books will be changed weekly, and parents should record this reading in their child's reading record. In addition, children will be sent home with weekly vocabulary activities based on new words they've been learning at school. Year 1 & 2 will record in writing, whereas EYFS will record on Tapestry.

Year 3 and 4

Children in Otter's class will be given weekly spellings to practise and a numeracy, literacy, or topic related task. Year 4 children will also have weekly times tables practise. All children are expected to read at least three times a week. Children should record this in their reading record and get an adult to sign.

Year 5 and 6

Children in Muntjac's class will be given weekly spellings to practise and given topic related tasks (literacy, numeracy, science, creative). In addition, Year 6 children will also have SATs practise tasks (SPaG, maths, reading). All children are expected to read at least three times a week. Children should record this in their reading record and get an adult to sign.

Feedback

All children receive prompt feedback on their homework in a variety of forms such as:

- verbal
- written
- class discussion
- praise and recognition during an achievement assembly

Parents are asked to:

- give teachers any feedback they feel might be useful
- encourage their children to talk about the feedback they have received
- contact the school if they have any concerns

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events

- meetings with school personnel
- communications with home such as newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Curriculum
 - Teaching and Learning
 - Home-School Agreement
 - Parent Involvement
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Curriculum	▪ Home-School Agreement
▪ Teaching and Learning	▪ Parent Involvement