Homework Policy

Review Cycle	Two Years
Committee	Local Governing Board
Adopted	January 2021
Review Date	January 2023

1. Statement of intent

Homework is any work or activity that pupils are asked to do outside lesson time.

Homework plays an important part in a pupil's education and the benefit of doing homework should be instilled from an early age so that independent study can be achieved.

We are aware that pupils have opportunities and experiences outside school that are equally important in developing and enriching their lives. We therefore give careful consideration to balancing homework time across the school.

2. Aims

2.1 The homework policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to homework.
- Ensure that parents have clarity on what their child is expected to do.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Work with parents and involve them in their child's learning and to keep them informed about the work their child is covering.
- Use homework as a tool for raising standards of attainment.
- Improve the quality of the learning experiences by extending it beyond the classroom.
- Give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day.

2.2 The purpose of homework is:

- To encourage pupils to develop the confidence and self-discipline to work on their own.
- To consolidate, reinforce and extend learning that has taken place in school.
- To consolidate the development of skills and understanding.
- To extend school learning, for example through additional reading.
- To provide opportunities for research and creativity.
- To enable pupils to devote time to particular subject demands.
- To support revision and preparation for summative assessments.

- To support the home school relationship.

Homework tasks will vary in form and content depending on a number of factors including the subject and the age of the pupil.

3. Responsibilities

3.1 The role of the Headteacher and Governing Body is to:

- Monitor the effectiveness of the policy.
- Review the policy and make appropriate updates as required.
- Support parents with information about homework.

3.2 The role of the teacher is to:

- Plan and set up a regular programme of homework for pupils.
- Ensure that homework is posted onto the school's on-line homework system for both pupils and parents to access. This is Insight at the secondary phase and a combination of pupil organisers, Microsoft Teams and Tapestry (Reception class) at the primary phase.
- Provide an explanation of homework tasks and ensure pupils understand what they have to do.
- Ensure all homework given is purposeful and links directly to the curriculum.
- Set homework that is appropriate to the child's ability.
- Monitor homework regularly and make sure pupils are completing it to an appropriate standard.
- Mark homework and give feedback to pupils in line with the school's feedback policy.
- Communicate with parents if there is a problem regarding homework.
- Be available for discussion if necessary to parents and pupils about homework.
- Ensure homework takes equal opportunities into account and that the needs of pupils with additional needs and disabilities are considered.
- Reward quality work and praise children who regularly complete homework.

3.3 The role of parents/carers is to:

- Support their child in completing homework.
- At the secondary phase, actively use Insight to monitor the homework that has been set.
- At the primary phase, check their child's organiser and monitor Microsoft Teams or Tapestry.
- Become involved in their child's homework and encourage their child to have a positive attitude towards it.
- Support their children in completing homework to the best of their ability, to the right standard and to the deadlines that have been set.
- Provide suitable conditions and resources for their child to complete homework.
- Praise their child and celebrate achievements with regard to their homework.

- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning and homework.

3.4 The role of pupils is to:

- Take responsibility for their own learning and submit completed work in a timely manner.
- At the secondary phase, use Insight on a daily basis to access the homework that has been set.
- At the primary phase, record that homework has been set in their organiser and also access Microsoft Teams.
- Have a positive approach towards homework.
- Put the same effort into homework as would be expected of classwork.
- Make sure they understand the tasks that have been set and seek clarification if required.
- Ensure that they have everything they need to complete homework and return to school all books/stationery needed to complete their homework.
- Take pride in the presentation and content of their homework and perform to a high personal standard.

4. Homework Duration Guidance

Homework should extend and enrich school based learning and the duration of tasks should be age and ability appropriate. Therefore, the completion of such tasks should be achievable in an appropriate timeframe.

The school does not have a fixed homework timetable with time allocated for different subjects on different evenings. Pupils will need to learn to manage their time so that they complete homework in a timely manner. The time devoted to homework should increase as the pupil progresses through the school.

The table overleaf shows expected homework. Daily reading is encouraged and tasks may be set in addition to the activities outlined overleaf.

Year Group	Homework Examples	Average total per week
R	• Reading • Phonics • Activities through Tapestry	30 minutes
1	• Reading • Phonics • Number bonds work • English/Maths	40 minutes
2	• Reading • Phonics • Number work • English/Maths	50 minutes
3	• Reading • Spellings and Tables • English/Maths	1 hour
4	• Reading • Spellings and Tables • English • Maths	1 hour
5	• Reading • Spellings • English • Maths	1 hour 10 minutes
6	• Reading • Spellings • English • Maths • SATs revision	1 hour 20 minutes

At the secondary phase:

Year Group	Average Total per Day
Years 7 and 8	45 minutes
Year 9	1 hour
Years 10 and 11	1 to 2 hours

Teachers have the flexibility to set homework over a fortnightly period according to the nature of the subject and the work being covered in lessons. We do not support the setting of homework to simply satisfy a rigid homework timetable.

Teachers will set homework that will help to consolidate, reinforce and extend the learning that has taken place in school. Homework could include the following: Designing; drafting; drawing; essay writing; examination questions; investigation; interviews; library visits; practical work; preparing for an oral presentation; projects; reading; report writing; research, revision and simple experiments.

5. Rewards and Sanctions

Staff will ensure that pupils are given credit for their work in line with the school's rewards policy. This will include the use of achievement points and praise postcards.

Pupils who do not complete their homework to the required standards, or who do not meet homework deadlines, can expect to receive appropriate sanctions in line with school policy.

6. Equal Opportunities

Governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

7. Links to other policies

- Feedback and Assessment
- Teaching and Learning