



St Michaels CE Primary School

Homework Policy - July 2015

Aims of Policy

- ❖ To provide a clear definition of the purpose and nature of homework at St Michaels
- ❖ 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 St Michaels we view homework as being a supported or independent task undertaken outside of the curriculum time which reinforces, extends or enriches current learning.

Purpose

The purpose of homework at St Michaels is to provide opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and 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 and to develop perseverance.

Good practice

At St Michaels, we believe that the following principles underlie good practice.

- ❖ That staff, parents and governors are involved in developing the good policy and that it is a process which takes place over time and results in the completion of a written guidance document.
- ❖ The policy is co-ordinated by a senior member of staff.
- ❖ A variety of approaches are used to ensure that parents and children are aware of homework expectations and organisation. These can include meetings, booklet etc.
- ❖ 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.
- ❖ The policy is reviewed regularly with the School Improvement Plan.

Range of Activities

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

- ❖ Speaking and listening activities
- ❖ Reading
- ❖ Spelling and word investigations
- ❖ Book reviews
- ❖ Reading comprehension
- ❖ Independent research
- ❖ Practical maths investigations
- ❖ Collecting items linked to a theme
- ❖ Skills practice across a range of areas
- ❖ Data collection
- ❖ Educational games

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, which lasts for around 10 minutes. This will include Ruth Miskin phonics and reading.

In Year One, children are expected to read with an adult for around 10 minutes each day and complete a 20 minute 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 one 20 minute task per week.

In Year Three, there is an expectation to read for around 15 minutes and practise spellings daily, along with the completion of two 20 minute tasks per week.

In Year Four, children are expected to read for 20 minutes, practice daily spellings and complete two 20 minute tasks per 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 5 and 6, there is a minimum expectation of 20 minutes per day spent 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 per week will include literacy and numeracy. This may also include finishing class work.

Across Key Stage 2, children will also be expected to complete a piece of topic homework on a fortnightly basis.

The children may be asked to present homework on separate sheets of paper. Class teachers will decide if it is expected to word process a piece of homework. Generally homework is expected to be handwritten by the child and of a good standard of presentation.

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 to 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 independent 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 names are placed on a rewards board. If there are problems completing activities, teachers will discuss with parents.

In KS1, children are also rewarded with stickers and given frequent encouragement. Good examples or 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 Three and Four, 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 break time.

In Years Five and Six, children completing homework are praised and outstanding examples or 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. In addition, the scrutiny of homework samples will form part of the curriculum leader's monitoring responsibilities at the allocated phase of the School Improvement Plan. Parents will also be given opportunities to share their views with teachers at parent consultations and other occasions as appropriate.

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