



CHOWBENT HOMEWORK POLICY

Entitlement

All children are entitled to have homework set by their teacher which is matched to their ability and needs. Parents are entitled to share in the learning of their child.

Definition

Homework is defined as work set by the teacher to be done at home, either by the child alone or with the support of an older sibling, parent or carer. The main focus of homework will be numeracy and literacy, with occasional tasks to extend and enhance learning across the curriculum.

Rationale

At Chowbent Primary School we believe that homework is a valuable part of schooling. It provides opportunities to practise skills, review content and deepen understanding of concepts learned. Homework can also assist pupils to develop their independent work skills, such as goal-setting, time management and study skills. By completing homework well and meeting deadlines pupils will also take responsibility for their learning journey. Homework also supports school-home relationships through connecting families with the learning of their children.

We believe that the setting of homework needs to take into consideration the need for pupils to have a balanced lifestyle. This includes sufficient time for family, sport and recreation and cultural pursuits. To help with this homework should be differentiated to meet the needs of individual pupils. Homework should also be understood by pupils and parents, and not be seen as an onerous task

For the purpose of this policy document, it is important to note that at Chowbent Primary School we expect that regular home reading will form part of pupils' daily routine and is considered an essential home activity.

Principles

Homework should:

- complement and reinforce classroom learning and teaching programmes and be appropriate to the needs of the students;
- support the development of the student's independence as a learner;
- further the partnership between school and home;
- avoid dependence on unreasonable levels of parental assistance or resources that are not readily available to the child at home;



- be set without impinging on reasonable time for family, recreational, cultural and employment pursuits relevant to the child's age, development and educational aspirations;
- be balanced across learning areas so as to avoid stress and overload;
- be consistently applied, monitored and assessed in a whole-school approach that is responsive to individual needs;
- linked with prompt, marking and feedback; and
- not be used in any way to punish students or as a means of securing discipline.

Responsibilities of Teachers

- be aware of the school's homework policy and ensure it is implemented and followed;
- ensure parents/carers are aware of the school's homework policy;
- provide additional guidance for parents as part of termly curriculum letters;
- clearly communicate their expectations for homework to parents and pupils;
- ensure homework that is set is understood and is able to be completed by the pupils;
- if required liaise with English as an Additional Language support services in order to develop suitable homework tasks;
- not base assessments on work carried out at home;
- ensure that pupils are given enough time to complete set homework;
- provide opportunities for students to discuss any difficulties they are experiencing with homework;
- monitor the homework practices of their pupils;
- help pupils to develop organisational and time-management skills;
- mark homework and provide timely and practical feedback and support;
- contact parents/caregivers to discuss any concerns regarding homework;
- be mindful of circumstances that may prevent a child from completing homework tasks;
- seek feedback from pupils about set homework tasks, including frustration levels;
- setting homework that is varied, challenging, meaningful and directly related to class work and appropriate to the pupil's learning needs; and
- provide flexible options for pupils where access to resources and technology may be an issue;
- provide additional guidance to parents/guardians when required to support learning at home and to help children with homework tasks;
- give feedback to parent/guardians on how their children are doing with homework through marking, during parents' meetings and in annual reports.

Teachers are not required to set homework over holiday periods or at times where pupils are taken on unauthorised in-term holiday breaks.

Responsibilities of Pupils

- be aware of the school's homework policy;
- keep note of their homework tasks;
- demonstrate responsibility by caring for any materials required to complete homework, such as books, pens and pencils.
- submit any completed homework, according to the instructions of the teacher, when expected;



- discuss any difficulties they are experiencing with homework with their teacher/s; and
- follow up on comments made by their teacher.

Responsibilities of Parents

- be aware of and support the school's homework policy;
- encourage their child to complete homework and check dojo regularly to ensure they know what homework has been set;
- discuss homework activities and expectations with their children;
- providing a work area (with resources e.g. pens, pencils, ruler, eraser etc.) and a supportive environment (e.g. free from major distractions), together with a routine that fits with the family. If homework is not completed children are often at a disadvantage in class, as many homework tasks are discussed in class and often inform future learning;
- supervising 'eLearning', including ICT tools and usage;
- support your child to develop an age appropriate level of independence in completing homework;
- encourage, praise and provide guidance and support as is required; and
- contact the relevant teacher/s to discuss any concerns about homework.

Guidelines

- ✓ The nature, type and amount of homework will vary according to the age and ability of the pupil.
- ✓ For younger children little and often is best. As children become older they should be encouraged to sustain their concentration for longer periods of time, and to work with increasing independence. For example, it would be beneficial to get children into the habit of reading every evening; time spent on reading should range from approximately 10-15 minutes in Key Stage 1 and up to 20 minutes in Key Stage 2. We appreciate this isn't always possible every day but a minimum of 3-4 times a week should be encouraged.
- ✓ If a child struggles with an activity, try to avoid becoming anxious about it and approach your child's teacher as soon as you can. They will spend more time explaining the task to help you and your child. Please note these times are minimums, if a child wishes to read for longer they should be positively supported in this.

The table below provides guidance on the amount of time to be allocated to homework.

Year	Approximate Time per night
Reception	10 minutes reading plus 10 minutes on other activities
Year 1	15 minutes reading plus 10 minutes on other activities
Year 2	15 minutes reading plus 10 minutes on other activities
Year 3	15 minutes reading plus 15 minutes on other activities



Year 4	20 minutes reading plus 15 minutes on other activities
Year 5	20 minutes reading plus 20 minutes on other activities
Year 6	20 minutes reading plus 20 minutes on other activities

For the purpose of this policy document, it is important to note that at Chowbent Primary School we expect that regular home reading will form part of students' daily routine and is considered an essential home activity. For older children the above times need not be daily, for example it is ok for a child to do 40 minutes non-reading activity on one day and none on the next to fit in with their home situation and other non-school activities that they may be engaged in.

Homework options in Reception through to Year 2 will include the following:

Core Essential Homework tasks for <u>all</u> pupils.	Expected homework tasks for the <u>majority</u> of pupils	<u>Optional</u> additional extended homework tasks/projects
Reading – sharing a book	News preparation	Model making and craft design tasks
Spelling	Sight words	Extended writing tasks
Phonics	Oral language (such as P4C Question of the Week)	Online research or reading
Basic number skills and facts	Handwriting practice	
	Use of online resources such as Purple Mash	



Homework options in Year 3 to Year 6 will include the following:

Core Essential Homework tasks for <u>all</u> pupils.	Expected homework tasks for the <u>majority</u> of pupils	<u>Optional</u> additional extended homework tasks/projects
Reading – shared or independent/reading related task	News preparation	Model making and craft design tasks
Spelling test preparation	Reading comprehension tasks SPaG tasks	Extended writing tasks
Learning multiplication facts	Oral language discussions (such as P4C Question of the Week)	Research Projects
Maths calculations or problem solving task	Extended writing tasks or work relating to a booster group	Novel Studies
	Use of online learning platforms such as Purple Mash, SATs Companion, Reading Plus, TT Rockstars, Mathletics	

Dates For Handing Out and Returning Homework.

Across all classes homework will follow the same pattern –

- Homework tasks for the week will be sent out every Friday – pupils and parents can then work around their other commitments at home to best suit them so that tasks are completed by the following Friday.

Consequences of Not Completing Homework

At Chowbent Primary School we believe that homework is a valuable part of schooling. It provides opportunities to practise skills, review content and deepen understanding of concepts learnt. Teachers will always encourage children to complete the homework tasks set and endeavour to make them engaging and enjoyable activities.



In Key Stage 1 and Reception classes teachers will award extra Dojo points to children for completion of homework tasks, if a child does not complete homework they will miss the opportunity to be awarded extra Dojo points.

In Key Stage 2 classes if a child does not complete at least their core essential homework tasks, they are at greater risk of falling behind their peers. Our expectation as a school is that all children in KS2 should, as a minimum, complete their core essential homework tasks each week. We also believe that we should prepare the children in KS2 well for the next stage of their educational journey. This includes preparing them for the expectations for homeworking that they will experience in high school.

Therefore in KS2

- A child who does not complete homework will miss out on earning additional Dojo points
- If the minimum **core essential homework tasks** are not being completed, parents will be called to discuss how this can be rectified

In addition in Years 5 & 6

- If after this a teacher judges that the **core essential homework tasks** are still not being completed the pupil will be expected to do the work in school during Friday lunchtimes where they will be supervised by a member of the school's senior leadership team.

Additional Incentives

This policy does not limit teachers from introducing their own additional class-based rewards and incentives to encourage the children's enjoyment and engagement with their homework. Teachers may introduce additional incentives that suit the age and stage of their pupils as they see fit.

Monitoring

The Headteacher will regularly review the Policy and Guidelines on behalf of the Governing Body, alongside the whole staff team, and will monitor the quality of homework provision through planning and work scrutiny.