



# **Homework Policy**

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## **Homework Policy**

Eden Primary March 2016

### **Homework Policy Rationale**

Homework plays an important role in delivering the Eden Primary vision in the following ways:

- Developing a strong and supportive partnership between home and school
- Establishing learning as a life long journey beyond the school
- Ensuring children realise their individual potential

This policy is designed to ensure a consistent approach and progression through the school that will realise the full value of homework for each child.

Eden stresses that all children need down time/leisure time and the homework policy reflects a commitment to this balance between home and school activities. Children who work hard in primary school should do minimal homework. The timetabling of homework is planned to take into account family lifestyles and commitments.

### **Aims**

At Eden Primary homework:

- consolidates, reinforces and builds on attitudes, skills and learning in English, Maths and other curriculum areas.
- must be meaningful, relevant, developmentally appropriate, and manageable.
- may raise the level of achievement of individual pupils.
- develops responsible and independent learners with good learning and work habits
- provides opportunities for parents and children to work together and builds on the essential effective partnership between home and school that ensures the best possible educational experience and outcomes for each child
- encourages parental involvement and acts as a way of communicating expectations and learning goals to parents
- provides a gradual progression of independent learning skills and homework expectations from Reception to Year 6 so that children are well-prepared for the self-discipline of study and lifelong learning beyond the primary school

### **Role of Head Teacher/Deputy Head Teacher**

- To promote and value the policy by raising its importance
- To ensure that homework is built into teachers' planning and managed well by teachers
- To provide guidance and support to parents
- To keep up to date with new developments with regard to homework
- To monitor and evaluate the policy

## **Role of Teachers**

- To follow the values, goals and aims of the Homework Policy and understand what homework is for at Eden
- To integrate homework into planning
- To share with parents how they may support learning outside school even when homework tasks are not set: mental maths, English and maths in the environment, physical development activities, guidance on correct letter formation , Hebrew vocabulary lists being studied in school for practice, etc
- To consistently set meaningful and relevant tasks or activities
- To set homework relevant for each child
- To communicate clearly to children and parents how and when the work is to be done so that everyone understands and can work on it at home
- To explain clearly how much time should be spent on any homework task and how much support should be provided
- To make learning objectives clear and model expectations to the children
- To provide feedback on homework in line with the Marking and Feedback Policy.
- Encourage and praise the children's efforts and good attitude to ensure good self-esteem and a sense of achievement
- To store, manage, follow up on and respond to homework effectively
- Follow up with the child and with parents when any homework (including writing in reading journals) is not done.
- Elicit feedback and self-evaluation from the children about the homework in particular on whether it was pitched at the right level

## **Role of Parents and Carers**

Eden values the partnership with parents and the support they can provide with learning at home and outside school.

Parents are expected to:

- Read and sign the homework agreement at the start of each year indicating their support for homework
- Read and understand Eden's homework policy
- Promote the value of homework for their child and ensure that it is a pleasurable experience
- Encourage the children to complete their homework
- Provide necessary tools
- Provide a suitable space so that children can work effectively and concentrate
- Establish a homework routine at times when the child is able to learn effectively
- Support the children with their homework before they start, during their work and when they have finished as relevant depending on age, task and guidance from the school.
- Encourage and praise the children's efforts and good attitude to ensure good self-esteem and a sense of achievement
- Communicate on a weekly basis in writing with the teacher in the home school reading journal throughout the school and whenever requested by the teachers for other homework

- Contact the school if they have any concerns or questions about any aspect of homework or if their child is experiencing difficulties
- Provide feedback and comments on homework on the work, on the phone or in person to the teacher when needed.

### **Role of children**

- Children are asked to do their homework and return it to school where relevant on time
- Children are asked to make sure that they understand what they have been asked to do by listening carefully, reading carefully and asking questions
- Children are asked to contribute to pupil interviews, and questionnaires on homework for the school to monitor and evaluate
- To highlight to the School Council any ideas they may have about Homework
- Take pride in their homework and present it well using good handwriting and the relevant materials and tools
- Have a good go at all homework activities
- Provide feedback to the teacher about the homework including whether it was too easy, too hard or just right.

### **Types of Homework**

Learning at home is an essential part of good education

All homework tasks and activities will be designed to consolidate and reinforce skills and understanding in Maths and English and enhance cross curricular teaching. Children will not be asked to do anything they have not had experience of or has not been modelled in school.

Some homework will require shorter regular sessions whilst other homework will be given a longer period of time with deadlines as the children are developmentally ready.

A letter and homework agreement will be sent to parents at the start of each year by the class teacher outlining the homework plans in each class for the year and this will be discussed at the curriculum meeting at the start of the year. At curriculum evenings we will also present how parents can support children with home learning throughout the year when tasks are not set. This letter and meeting will encourage support for homework, explain expectations and describe how parents can best support the children with their homework and with home learning.

### **Setting and Doing Homework**

Homework learning objectives will be made clear to the children.

Depending on their age children are encouraged to use a range of strategies to complete their homework including:

- Drawing on their own skills, knowledge and understanding
- Discussion with friends and family
- Reference and source materials: books, internet
- Practice and self-checking

- Time management and drafting
- Presentation and creative skills

Homework will not generally be set in the holidays although children may be asked to read, send a postcard or write a diary to sustain progress. Homework will not be set on Jewish holidays and teachers will take this into account when setting deadlines.

### **Feedback and Follow Up**

Children will receive feedback on their homework according to the Marking and Feedback Policy within three days of the completion deadline.

Homework will be well-organised and kept in a book or a file so that children can take it backwards and forwards to home to show the feedback and progress to parents.

Homework projects may be praised or recognised in class or in assembly where relevant.

Teachers will contact parents of children who are not doing their homework well or at all by email or on the phone to discuss how to improve the situation.

Teachers will include children's independent homework and research findings in class lessons

Teachers will elicit feedback from the children about homework: too hard, too easy, just right

The class teacher will keep a record of completed homework either in the reading journal and in their own mark book and assessment file. This helps to monitor children's attitudes to homework and the role of the family. Children who complete homework may be rewarded in line with the schools' behaviour policy. Children who find it hard to complete homework will be encouraged through the use of incentives and by working with parents.

### **Equal Opportunities**

Teachers will ensure that the homework is appropriate to meet the needs of all the children regardless of ethnicity, religion, gender, ability, attainment or social background

### **Special Needs**

Appropriate homework should be set for children with Special Needs in discussion with the Inclusion Leader where necessary. Tasks should have a clear focus and time scale, give opportunity to succeed, help to develop a range of skills including social skills and be manageable for teachers.

### **Homework for Each Year Group**

#### **Reception**

Parents or carers work with the child.

- Children are given tasks that they can complete with family members or carers.
- It is expected that children will read with their parents at least three times a week and that this will be recorded in Reading Journal by teachers and parents in conversation. Depending

on readiness parents may read to children, parents and children may share the reading or children may read aloud to parents.

- Children may be asked to bring in things to enhance the curriculum in general or Jewish studies: examples include family photos, books or information about the planets, favourite family recipes for Pesach or other family holidays.
- Children may be asked to learn how to spell and read high frequency words depending on readiness.

### **Key Stage One: Years 1 and 2**

Parents or carers work with the child.

- Reading aloud to parents at home at least three times a week, recorded in Reading Journal
- Spelling of high frequency and useful vocabulary: starting if appropriate in Year 1 but in Year 2 for all children on a weekly basis
- From time to time children may be asked to complete small projects or tasks to enhance areas of work in different areas of the curriculum such as asking parents or grandparent's questions, finding out about a clearly defined topic, gathering books or resources, keeping a diary in a holiday.
- Children who are struggling with an area of the curriculum may be asked individually to practice and consolidate on particular learning for example handwriting, phonics, spelling, number bonds.

### **Key Stage Two: Years 3 and 4**

Parents or carers provide children with the help needed to get started and may check in with them regularly developing greater independence over the course of the two years.

- Reading either aloud or to themselves at least three times a week and maintaining a weekly dialogue in the reading journal between teacher, child and parents as agreed depending on ability.
- Times tables and spellings: weekly
- From time to time but at least once per term children will be asked to complete a small projects or task to enhance areas of work in different areas of the curriculum such as asking parents or grandparent's questions, researching and presenting a clearly defined topic, gathering books or resources, keeping a written journal, another clearly defined topic related to inter-disciplinary learning
- Children who are struggling with an area of the curriculum may be asked individually to practice and consolidate on particular learning for example handwriting, phonics, spelling, maths.

### **Key Stage Two: Years 5 and 6**

- In Years 5 and 6 children will be asked to keep a homework diary and exercise book and there will be high expectations of presentation and handwriting.
- Children are expected to work independently. Parents or carers are encouraged to check in with them to provide feedback and guidance particularly when they are getting started.

- Children will be expected to develop their self-checking proofreading and editing skills in each piece of homework.
- Daily:  
Reading either aloud or to themselves at least three times a week and maintaining a weekly dialogue in the reading journal between teacher, child and parents as agreed depending on ability. (20 mins)
- **or**
- Differentiated spelling (once a week) and times tables (once a week) (15 mins)
- Weekly:

A piece of writing	30 mins
A maths investigation or exercise	20 mins
A Hebrew reading or writing exercise	10 mins
- Half Termly:  
Children will be asked to complete a small projects or task to enhance areas of work in different areas of the curriculum such as asking parents or grandparent's questions, researching and presenting a clearly defined topic, gathering books or resources, keeping a written journal, another clearly defined topic related to inter-disciplinary learning

### **Monitoring**

The policy and its effectiveness will be reviewed annually or when the need arises and recommendations for improvement will be made to the Governing Body via the Achievement Committee.