

St Stephen's CE Primary School

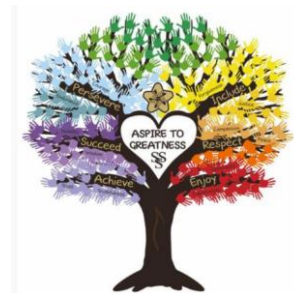


Homework Policy

'For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.' Ephesians 2 v 10

Ephesians 2:10

Updated September 22



Statement of intent

St Stephen's provides a vibrant, enthusiastic, forward thinking and safe learning environment in which children are given every opportunity to complete a fulfilling primary school education.

At our school we believe that homework plays an important part in a child's education as it facilitates continuous study, embeds skills and nurtures extended thinking.

The benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to making homework well-balanced across the school.

This Homework Policy was developed in consultation with staff members, parents, pupils and with the full agreement of the governing body.

Aims

This Homework Policy aims to:

- Develop a consistent approach to home learning 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.
- Support pupils' learning experiences via revision and reinforcement of important skills and concepts.
- Work with parents and involve them in their child's learning and to keep them informed about the work their child is covering.
- Use home learning as a tool for embedding concepts and skills and improving independence.
- Improve the quality of the learning experiences by extending it beyond the classroom and inviting parents/carers to support and encourage deeper thinking and practical skills.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

1. Responsibilities

The role of the headteacher and governing body:

- Frequently check compliance of the policy.
- Monitor the effectiveness of the policy every year.
- Review the policy every year and make appropriate updates as required.
- Discuss with staff how far the Policy is being implemented.
- Meet with parents/carers as appropriate.
- Support parents/carers with information about homework.
- Inform new parents/carers about the Homework Policy.

The role of the teacher:

- Plan and set up a programme of homework for pupils.
- Provide an explanation of homework tasks where necessary to ensure all pupils understand what they have to do.
- Ensure all homework given is purposeful and links to the curriculum.
- Set homework that is appropriate to the child's ability.
- Monitor homework regularly and encourage pupils to complete it.
- Communicate with parents if there is a problem regarding homework.
- Be available for discussion if necessary to parents and pupils about homework.
- Set a consistent amount of homework across a key stage, ensuring progression.
- Ensure homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Reward quality work and praise children who regularly complete homework.

The role of parents/carers:

- Support their child in completing homework and encourage
- Become involved in their child's homework and encourage their child to have a positive attitude towards it.
- Make sure that their child completes homework to a high standard and on time.
- 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.
- Encourage your child to discuss homework with you, including feedback from teachers.

The role of pupils:

- Take responsibility for their own learning and submit completed work in a timely manner.

- Have a positive approach towards homework.
- Put the same effort into homework as would be expected of class work.
- 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.

2. Homework Tasks – Current practice

Teachers will explain the organisation of homework to parents in September through newsletters and Meet the Teacher appointments.

Pupils will have homework books/ folders in which they complete their homework and be issued with a homework bag to keep their homework neat and organised.

Homework may also be set via an online platform such as Phonics Bug, Mirodo, TT Rockstars, Read Theory, Spelling Shed, Splashlearn Etc

Every pupil will receive weekly homework which is to be returned to school at the time set by the teacher and this will be outlined in the newsletter.

Homework will be monitored and checked by staff in school and a time set within the school day where children celebrate their home learning or use their home learning tasks to build on further skills or rehearse very important skills. i.e. evaluating a description of a character from a piece of text to then plan their own character description the next day or to rehearse counting in 10s up and down a stairs with a parent recording completion of the activity.

Parents/carers are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child's class teacher. Feedback from parents about their child's homework is also welcomed by the school.

At St Stephen's, pupils will be given weekly tasks which last no more than 20 minutes per piece (depending on the developmental stage of the child). All children are expected to read every day and will be given key number facts, vocabulary to learn and to develop thinking skills in some oral or written maths or English tasks. In essence, home learning should develop deeper thinking, fluency of recall and facilitate creativity as well as problem solving.

The amount of homework will increase as the child progresses through school. Teachers may occasionally set extra homework for the whole class if they feel it would be beneficial and this may be over an extended period (such as a history project set over a holiday period).

The table below shows the minimum expectation for home learning. Daily reading is a non-negotiable and tasks will be set in addition to the below activities.

Year Group	Homework	Maximum Time	Total/week
N	<ul style="list-style-type: none"> Reading book to be shared with child 	5 minutes	
R	<ul style="list-style-type: none"> Reading – reading books each night Weekly phonics or Literacy activity Maths activity Optional Termly enrichment grid 	5 minutes/night 10 minutes 10 minutes 10 minutes	55 minutes
1	<ul style="list-style-type: none"> Reading – reading books each night Literacy Numeracy/ Number Bonds 	10 minutes/night 10 minutes 10 minutes	1 hour and 10 minutes
2	<ul style="list-style-type: none"> Reading – reading books each night Weekly spellings Literacy Numeracy 	10 minutes/night 5 minutes/night 10 minutes 10 minutes	1 hour 35 minutes
3	<ul style="list-style-type: none"> Reading – Reading books each night Spellings or Tables Literacy Numeracy Topic research each term 	15 minutes/night 5 minutes/night 15 minutes 15 minutes Open ended	2 hours 10 minutes
4	<ul style="list-style-type: none"> Reading – Reading books each night Spellings or Tables Literacy Numeracy Topic research each term 	15 minutes/night 5 minutes/night 15 minutes 15 minutes	2hour 10minutes
5	<ul style="list-style-type: none"> Reading –Reading books each night Spellings Literacy Numeracy Topic research each term 	20 minutes/night 5 minutes/night 20 minutes 20 minutes Open ended	2 hour 45 minutes
6	<ul style="list-style-type: none"> Reading – Reading books each night Spellings Literacy Numeracy Topic research each term 	20 minutes/night 5 minutes/night 20 minutes 20 minutes Open ended	2 hour 45 minutes

3. Absences

If the child is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils should not be well enough to undertake work. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.

If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

4. Pupils who fail to complete homework

All pupils are expected to complete homework on time. Teachers will keep records of pupils completing homework which will be regularly checked. If pupils fail to complete homework, teachers will contact parents to find out why. Children will be given the opportunity to complete tasks at home and if this is not undertaken, home learning tasks will be completed at lunchtime in the “catch up with learning” group.

5. Marking homework

Homework may be marked in a variety of ways. Feedback will be given either verbally, or with a teacher’s initial. The teacher/member of support staff may also comment on tasks and celebrate home learning through messages via dojo, display of work in the classroom.

Online homework will be seen by the school staff, but not necessarily marked.

6. Pupils with SEND

The school recognises that pupils with special educational needs and disabilities (SEND) may require that specific tasks be set in the form of what is beneficial to skills identified in Individual Education Plans.

While pupils with SEND may benefit from special tasks separate from the homework received from other pupils, it is important that they also do as much in common with other pupils.

A balanced amount of the right type of homework will be set for pupils with SEND, in consultation with the parents and Send co-ordinator.

7. Equal Opportunities

At St. Stephen’s School 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.

8. Policy review

This policy is reviewed every two years by the Headteacher.

The scheduled review date for this policy is September 2024.

