



Policy Statement

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| Subject: | Homework Policy |
| Coordinator: | Janice Stephenson |
| Date: | July 2018 |
| Review date: | 2022-2023 or as required |

Research over a number of years in this and other countries has shown that homework can make an important contribution to pupils' progress at school. There is a belief that there is enormous advantage in children spending regular periods of time on different learning activities as part of a homework programme which supports the work they do in class. It is for these reasons that homework has been incorporated into the work of Newby pupils.

This policy gives an overview of:

- The purposes of homework
- Parental involvement
- What homework will be set
- Amount of homework
- Development of study skills
- Monitoring

The purposes of homework

- Consolidate and reinforce skills and understanding, particularly in English and Maths, in order that children's progress and achievement are maximised
- Develop an effective partnership between the school and parents and carers in the education of their children
- Promote and enhance the active participation of parents and carers in their children's learning
- Encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own in order to prepare them for the requirements of secondary school.

In order to achieve the above purposes, it is important that homework that is set is good quality, matched to the pupil's ability, a worthwhile activity and manageable by parents.

Parental involvement

One of the major purposes of homework is to enable parents to play a greater role in their children's education. In order to facilitate this, it is important that communication with parents about homework is clear and consistent throughout school. The activities given as homework in the Early Years Foundation Stage and Key Stage 1 rely on the parent or carer taking a particularly active role. As children move through school, the focus shifts to a greater level of independence on the part of the child in doing their own homework, with the parental role changing from leading to supervising the activity. Workshops on particular topics may be offered to parents as appropriate.

What homework will be set

Homework in Newby is set from Nursery to Year 6.

Reading is set in each year group. This should take the form of children looking at, reading and discussing books with parents, other family members or alone. The book may be a book chosen individually from school stock or may, if appropriate, be a set text to be read in preparation for work

in school. There should be some reading time every evening for every child. Each child is asked to have their reading diary completed 4 times a week by an adult

A further **English task** is set in each year group from Year 1 – 6. This may involve reading about, and learning, science facts in Years 5 and 6. The additional task will be one that is appropriate to each child and will be at the discretion of the teacher. It will be predominantly learning homework. Some examples of tasks are as follows: phonics, assembling and copying of sentences, high frequency words, learning spellings, etc. Children should be advised that it may be preferable to do a small amount of the homework on several evenings rather than doing it all at once.

Maths is set in each year group. The mathematics task will be one that is appropriate to each child and will be at the discretion of the group teacher. It has been found that homework requiring learning of a range of number facts (e.g. number bonds and, when children have learned these, multiplication tables) has been more successful than long written tasks. However, other tasks can be set, including problem solving and written tasks. Children should be advised that it may be preferable to do a small amount of the homework on several evenings rather than doing it all at once when, for example, learning number bonds and multiplication tables.

Science is set in Years 5 and 6 at the discretion of the science teacher. Some examples are as follows:

- learning some science facts for the topic to be covered the next week; written reinforcement tasks to check understanding of the current week's work;
- a worksheet giving details of an experiment and a partly completed graph which has to be completed
- a worksheet giving details of an experiment with a prediction; one variable is changed and a new prediction has to be made.

Challenge homework is set by the year group and linked to the theme for the half term. Pupils are given an extended period of time (usually the whole half term) to complete this. The aim is to challenge the child to develop their own learning in a task that is directed by them and supported by the family.

Amount of homework

The precise amount of time spent on homework is less important than the quality of tasks set and the way they are planned to support learning. It is acknowledged, also, that different amounts of time will be spent on the same task by any one child; this will depend upon the task, the child's ability, the support offered to the child, and on the circumstances in which the child is working.

In 2012 Michael Gove, the Education Secretary, abolished national guidelines which set out how much time children should spend doing homework each night. At Newby, it is acknowledged that a lot of children attend Madrasa after school. It is therefore recommended that, in-line with the previous guidelines on the amount of homework for primary school, children should average no more than two and a half hours a week with the younger pupils doing considerably less than this.

Development of study skills

The development of study skills is an important purpose of homework. The following advice is given to support pupils.

- **Time:** Do not leave homework to the last minute. Plan which day to do it on, and at what time it is to be done. The last thing before bed is not the best time to concentrate. Think about other things happening after school, such as attending a club or going to the mosque, to make sure there will be enough time to do it properly. Choose a time when the house will be quieter, such as after

the younger children have gone to bed. Some homework is best done every day, e.g. split into smaller chunks work such as the learning of number bonds, times tables and spellings.

- **Place:** Find a suitable place at home. Preferably, this needs to be somewhere quiet, with enough light to see and with a table for written work. Switch the television off, or sit in a quiet room. Sit away from younger brothers and sisters if they are a distraction; ask your parents to keep them away while you work.
- **Equipment:** Make sure everything you need is kept together in a safe place. Always put things away carefully when you have finished so that you can find them the next day. When homework is finished, put it back in your homework folder to take to school.
- **Asking for help:** If you can't do your homework, ask a parent, or older brother or sister to help you. Do not leave it to the last minute to ask for help.

Monitoring of homework

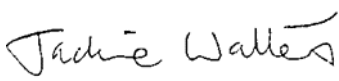
Teachers will monitor the homework. When homework has not been done, teachers will be sensitive to individual family situations. This sensitivity and support is balanced with the school's stated expectation that homework should be completed.

Communication with parents about homework not being done or not being completed to a high enough standard should take place on every occasion. This should be face-to-face if convenient or verbally on the telephone. Where parents collect their child from school and a teacher can see the parent, face-to-face communication is the best option. Where this is not possible, the Home-School Liaison Officer (or the teacher may do so themselves if preferred) will telephone the parent explaining the expectation about the missed or inadequately completed homework. If homework is not completed on a regular basis, parents will be asked to meet a member of the school's Senior Leadership Team.

Learning homework should be tested in school to show that it has been learned.

In order for the policy to remain effective, it should be responsive to need and any other feedback teachers have should be shared at any time. Feedback from parents will be responded to as it is received and any resulting changes to the policy will be made as appropriate.

Ratified by Governors on 12 July 2018

Signed.. 

Chair of Curriculum and Policy Committee.