

# Dry Drayton C.E (C)

## Primary School



## Homework Policy

<b>Dry Drayton C.E (C) Primary School</b>	
Title	Homework Policy
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# Homework Policy

## Statement of intent

Dry Drayton C.E (C) Primary School is a vibrant, enthusiastic, forward-thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

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

This policy was developed in consultation with staff members, parents and pupils, and with the full agreement of the governing board.

## Aims

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Use homework as a tool for raising standards of attainment.
- Give pupils further practice and a deeper understanding of skills, knowledge and concepts learned during the school day.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- To prepare Year 6 pupils for the transfer to secondary school.

## 1. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2022) 'School inspection handbook'
- Ofsted (2022) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Parent Code of Conduct
- Positive Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy

## 2. Roles and responsibilities

The headteacher and governing body will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy every three years and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and discussing the impact of homework as appropriate.
- Providing parents with information about homework.
- Informing new parents about this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils and posting the termly homework menu on the website.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Marking homework and giving feedback to pupils.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.
- Celebrating and sharing homework regularly.
- Promoting a knowledge-rich curriculum.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Encouraging and praising their child when they have completed their homework.
- Making it clear that they value homework and they support the school by explaining how it can help learning.
- Ensuring that the work is completed by the child (supporting does not mean do it for them!)

- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

At Dry Drayton C of E Primary School, we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

Parents/carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work and maintaining the same standards.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.
- Thinking carefully about their spelling.

### 3. The school's approach to homework

#### The nature of homework

We know how valuable homework can be, but equally so is time for music, exercise, hobbies and down time with family and friends, so please make time for this too.

Homework can be set in many different forms with many different expectations and outcomes and there are a number of points to consider:

- The nature and type of homework changes throughout a pupil's school career.
- Amount and frequency of homework should increase as a pupil gets older, but this may also vary through the school year and be appropriate to the ability of the child.
- Homework should not cause undue stress on the pupil, family or the teacher.
- It will not necessarily come in the form of a written task.
- Homework should be set regularly from Reception to Year 6.

## Recommended time allocation

Homework should never be too onerous, nor should it ever create stress within the pupil's family. If parents have any concerns, they should not hesitate to contact the school. Some tasks are to be completed and returned the following week, or end of half term, others we expect that daily practice is encouraged e.g. reading, spelling and times tables.

The following are **government recommendations** as appropriate time allocations for homework activities.

Years 1 and 2 – 1 hour per week

Years 3 and 4 – 1.5 hours per week

Years 5 and 6 – 30 minutes per day

## Homework tasks

Listed below, for each class at Dry Drayton C of E Primary School, are a number of example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development. Homework menus are posted on ClassDojo at the beginning of the term and are also available on the school website. The expectation is that each child will complete at least one of these activities each week and additional tasks that may be set.

At all times we expect good quality work which is well presented with attention given to spelling and punctuation. We use a ruler for drawing straight lines at school and ask for this to happen at home too. Please use pencil for all work, unless a pen licence has been granted for writing (usually in Year 5 or 6).

### Reception

These may include:

- Reading books and key words
- Counting up and down stairs, number of jumps, number of tins, etc.
- Reciting nursery and counting rhymes.
- Identification of shapes in the environment.
- Fastening and unfastening buttons and zips and tying shoelaces – getting dressed and undressed

### Year 1 and Year 2

These may include:

- Reading books and key words
- Learning spellings and/or spelling rules
- Learning number facts
- Literacy activities

- Numeracy activities
- Real life numeracy related problems e.g. shopping, car, bus and house numbers, use of T.V. remote control.

#### **Year 3 and Year 4**

These may include:

- Reading and comprehension tasks
- Learning spellings and/or spelling rules
- Times tables
- Learning number facts and number bonds
- Numeracy activities
- Literacy activities
- Handwriting practice
- Individual research

#### **Year 5 and 6**

These may include:

- Reading and comprehension tasks
- Learning spellings and/or spelling rules
- Handwriting practice
- Planning pieces of writing
- Planning presentations
- Researching topics
- Revising times tables
- Practising calculation strategies learned in class

## **4. Absences**

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.

There may be exceptions to the above and the classroom teacher will decide whether homework should be set on a case-by-case basis.

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Catch-up support will be provided to absent pupils in order to help them catch-up with homework.

Absences when homework is set and due will be managed in line with the school's Attendance Policy.

## **5. Pupils who fail to complete homework**

All pupils will be expected to complete homework on time.

Teachers will keep records of pupils completing homework which are regularly checked.

If pupils fail to complete homework, teachers will contact parents to find what the reason for this is.

Teachers will make efforts to support pupils who are struggling to complete homework and will raise any concerns regarding their pupils' ability to complete homework to the headteacher and/or parents as appropriate.

Pupils who refuse to complete homework will be disciplined in line with the Positive Behaviour Policy.

## 6. Marking homework

Homework will be marked in accordance with the school's Marking and Feedback Policy.

In general, homework will be marked in detail in writing and comments will be made concerning the pupil's next steps.

Occasionally, homework will be marked orally with the pupil or class.

Wherever possible, staff should try to mark any homework that is returned by pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. However, marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.

## 7. Pupils with SEND

A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans.

While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, they will also complete as much standard homework as possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

## 8. Equal opportunities

The school will ensure that it provides the full range of opportunities for all pupils, and that all pupils will have equal access and inclusive rights to the curriculum.

## 9. Monitoring and review

This policy is reviewed every three years by the headteacher.

Any updates to this policy will be shared with parents, pupils and staff.