

## **St George's School, Bourton Homework Policy**

We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At St George's we have a strong commitment to parental involvement and see homework as one way of developing this partnership.

### **Why give homework?**

- It can inform parents about work going on in class.
- It can further stimulate enthusiasm for learning.
- It takes advantage of the home environment and resources and provides the opportunity for some one-to-one adult time.
- It provides an opportunity for gathering topic information to share with the children.
- It enables the children to learn key facts such as times tables, number bonds, phonics and spellings, as well as rehearse basic skills such as handwriting.
- It helps to foster good habits of organisation and self-discipline in preparation for the demands of secondary school.

### **Equal Opportunities**

We believe that all children irrespective of background, race, gender, disability and capability should have equal access to the curriculum and this includes homework.

Where a child is involved in other home based work (for example that arising from intervention sessions at school) a class teacher may direct that the child does not undertake the standard class homework for a period of time.

### **Homework at our school**

Whilst we support all of the above key principles, we do not want homework to dominate home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.

We prefer not to give specific amounts of time that must be spent on a task, preferring individual children and families to set their own routines.

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We hope the children are motivated by positive incentives and by the tasks themselves. Class teachers maintain homework registers, if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

### **Our routines and expectations**

Before setting homework, teachers consider what it is they hope to achieve and how the work set will relate to the educational needs of the individual child. In setting homework careful thought is given to differentiation amongst the children in the class either by task set, quantity of work expected or level of intended outcome.

The work should always have been explained and discussed in class before coming home; it may be a continuation of classwork, or a maths games already familiar to your child. It is our intention, and good practice, not to send work home that the child cannot already do ie parents are not expected to teach new skills. There should be a clear explanation/reminder from the teacher of what is expected.

The tasks set will not always need to be handed in; there are other ways in which teachers will respond or give feedback, for example, sharing results in class discussion, putting work onto a display or transferring work into class books.

### **Expectations:**

**Reception** – daily reading and sharing of a book with an adult, learning key words and sounds, and access to Mathletics online maths work.

**Year 1 and 2** – daily reading, weekly spellings and mental maths for a weekly test. Occasional talk homework linked to the class topic. The children also are expected to carry out tasks on Mathletics and TTRockstars.

**Years 3 and 4** – daily reading, weekly spellings and mental maths for a weekly test, occasional topic related research tasks. The children also are expected to carry out tasks on Mathletics and TTRockstars.

**Years 5 and 6** – daily reading, weekly spellings and mental maths for a weekly test, occasional topic related research tasks. The children also are expected to carry out tasks on Mathletics and TTRockstars. In addition the children will also be set alternate tasks for Literacy or Maths from a SATs Practice booklet.

We expect children to maintain the same standards for presentation of homework as we set in school ie to use their best handwriting and a sharp pencil or blue/black pen.

As far as possible, homework will be related to class topics. This is important as it helps parents to know more about what is going on in class and to support enthusiasm for learning. Parents might, for example, find themselves supporting research of topics such as The Romans, finding out about grandparents' experience of school or measuring objects around the home. This also means that each child can pursue a set task at their own level of ability.

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Increasingly teachers are using the web for homework. This may be directing children and parents to play a specific game from Interactive Resources such as TT Rockstars and Mathletics.

If you take a holiday during term-time, something we actively discourage, parents may not request work from the teacher.

### **What to do if you have concerns**

If you find the homework inappropriate for your child, if they lack interest, if it becomes a battleground or if you are concerned that homework is given inconsistently please talk with your child's teacher in the first instance

### **Responsibilities**

**Class teachers** are responsible for homework on a day to day basis.

- setting, marking, and monitoring homework
- giving guidance to parents and carers
- giving feedback to children, parents and carers

### **Responsibilities of parents and carers**

#### **Foundation and Key Stage One - Years R - 2**

Parents and carers are responsible for working with their children at home. This is best done where there is active involvement in parents' evenings to obtain guidance on helping children to learn. Towards the end of Key Stage One there may be some homework which a child could attempt on their own and parents will need to ensure that they have a suitable time and place to do it and give praise and encouragement. Teachers would appreciate any comments on the success of the homework, this can be written in the Reading Record book.

#### **Key Stage Two - Years 3 - 6**

Parents and carers are responsible for

- working with their children where necessary, e.g. hearing reading
- providing the conditions in which children can do their homework
- encouraging children to complete homework on time. This is best done where praise is given and homework is valued

### **Guidelines to Teachers**

The quality and effectiveness of homework depends on careful planning.

Homework should be planned to complement (not just to complete) classroom learning.

Wherever possible, homework should be differentiated on the basis of prior attainment, to provide an equal and appropriate challenge for individuals.

Learning objectives should be made clear to the children.

It is important that pupils receive prompt clear feedback on their homework. Not all types of homework need to be formally marked and homework set should reflect a balance of

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activities. Where homework is done with parents or carers, children will often receive immediate feedback. In the case of work they do on their own, feedback may be through classwork, discussion, report back etc. Older children could review their own work in small groups. Where homework does require marking the normal marking policy of the school will apply.

It is important to monitor the demands that homework makes on children so that these demands are as even and balanced as possible.

### **Monitoring and Evaluation**

Staff meetings to monitor and evaluate marking will include homework.

Criteria for evaluation

- Contribution of homework policy to
- attitude to learning
- progress made
- parental involvement

This policy was reviewed by the Curriculum Committee on 1<sup>st</sup> March 2019

This policy was agreed by the Full Board of Governors on 7<sup>th</sup> May 2019