



HOMework POLICY

We believe homework is a key aspect of learning. Homework helps children foster independence and improve important skills they have learnt in school. We believe that homework is a valuable opportunity for children to share the work they have been learning in school with their parents/carers.

Through our policy we aim to:

- Ensure a consistent approach across the school.
- Ensure progression towards independence and individual responsibility.
- Ensure parents/carers can support their child more effectively.
- Extend and support learning.
- Provide opportunities for parents/carers and children to work in partnership and enjoy learning experiences.

We believe reading is a key aspect of developing a child's learning. We value parents/carers reading with and to their children because it allows them to enjoy texts they might not be able to read alone, therefore improving many key skills which enable a child to access the wider curriculum. In Lower School, reading record books are in place to record home reading. In Middle and Upper School, pupils have access to Accelerated Reader texts within our library and can access a wide range of books to enjoy at home.

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| Role of Governing Body | <p>The Governing Body:</p> <ul style="list-style-type: none"> Delegated powers and responsibilities to the Pupil Standards and Progress Committee and to the Deputy Head to oversee the development of this policy. Responsibility for the effective implementation, monitoring and evaluation of this policy. |
| Role of the Deputy Head | <p>The Deputy Head will:</p> <ul style="list-style-type: none"> Promote this policy by raising its status and importance. Ensure that homework is built into teachers' planning. Provide supportive guidance for parents. Keep up to date with new developments with regards to homework. Monitor and evaluate this policy. |
| Role of the teachers | <p>Teachers must:</p> <ul style="list-style-type: none"> Integrate homework into their planning. Set interesting tasks and activities. Set homework appropriate for each child. Explain when, what and how the work is done so that each child clearly understands. Provide opportunities for sharing of homework tasks in class and provide feedback. |
| Role of the parents/carer | <p>Parents/ carers are asked to:</p> <ul style="list-style-type: none"> Support the homework set. Read with your child and make a note in the reading record book. Support the school in explaining to children that homework is valued and aids learning. Encourage pupils and praise them when homework is completed. Be actively involved in the homework of your child. Make the experience pleasurable. Discuss, encourage and praise. Contact the class teacher/school if you are not sure of some aspect of the homework or your child is experiencing difficulty doing it. Contribute to the school parent questionnaires so the school can monitor the effectiveness. |
| Role of the children | <p>Children are asked to:</p> <ul style="list-style-type: none"> Complete their homework and hand it in on time. Listen carefully in class to make sure they understand what is asked of them. Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate. Make sure they get feedback for their homework. Complete homework using appropriate writing materials. Have a go at all homework activities. |

Guidance and Structure

Homework activities, including a variety of online learning, will be differentiated where appropriate to ensure the needs of pupils are best met. Teachers endeavour to discuss children's homework progress in class and agreeing what they need to work on most as next steps - this will then determine how the teacher sets homework for each child.

The children will have clear instructions for their homework each week.

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| Lower School | <ul style="list-style-type: none"> • Home learning will always be linked to the pupils' half termly topic, will be cross curricular and may focus on different subjects each week, e.g. English, Maths, Art, etc. • This can include an extended piece of writing, answering questions and solving problems, preparing a presentation to the class, finding out information, producing a diagram, picture or model, trying out a simple scientific experiment or cooking! • These activities will have varying times and if a task is anticipated to take longer than 30 minutes, Lower School teachers will make this known to parents/pupils and set a reasonable due date which reflects this. • Weekly reading at home and basic skills work may be sent home including personalised number facts, times tables and keywords for your child. |
| Middle School | <ul style="list-style-type: none"> • Home learning is to be completed on a weekly basis and will usually be one Maths based and one English based task each week. In addition, there will be weekly reading at home. • There can also be a homework based project related to topic work for the half term. • Weekly reading at home and basic skills work may be sent home including personalised number facts, times tables and keywords for your child. |
| Upper School | <ul style="list-style-type: none"> • With the emphasis on preparing for, and success in, external examinations, homework will take a variety of forms depending on the context – this may include written work, redrafting, written problems, research tasks, reading assignments, and on-line activities. • English and Maths teachers will set weekly homework. • Weekly reading at home and basic skills work may be sent home including personalised number facts, times tables and keywords for your child. |

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| Sixth Form | <ul style="list-style-type: none"> - To complete English and Maths homework set by teachers on a weekly basis. - There may sometimes be additional homework set by pathway tutors that students are encouraged to complete in their own time. - In the lead up to scheduled tests and external exams, or before coursework deadlines, students are encouraged to increase the amount of home study they do in order to prepare themselves effectively (students will receive guidance on this). - We expect students to be proactive outside school in searching for volunteer and part-time work and suitable apprenticeships where appropriate/ - Students are expected to adopt a responsible approach to research, revision and additional study in their own time and plan when they can do this. |
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What will happen if children don't complete their homework?

- There is an expectation that pupils will adopt a mature and responsible approach to any homework set and complete it to the best of their ability.
- If a child has difficulty with the work, then we would expect them to ask for guidance from the class teacher before the due date to ensure they are able to complete the work, or alternative work can be given. This is useful information as it informs the teacher about the independent capabilities of the child.
- If for any reason pupils are unable to complete their homework, pupils can complete before the start of the school day, playtime or lunchtime.
- Teachers will keep records of children completing homework and these records will be checked on a regular basis. Teachers will mark any homework promptly and provide appropriate feedback including discussing the work with the pupil if necessary.
- Sixth Form staff will support students in balancing the demands of school, work, travel and homework

Monitoring and evaluating

The effectiveness of this policy will be reviewed on a rolling programme or when the need arises, and the necessary recommendations for improvement will be made to the governor.

It is the responsibility of Phase Leaders or Subject Leaders to check a sample of homework tasks periodically (once a term) to maintain efficiency and effectiveness of the homework policy.



Updated by: B Dowell, June 2019, 2021 J McVeigh 2023

Approved by Governors:

Date for Review: