

# **ST OSWALD'S CATHOLIC PRIMARY SCHOOL**

## **Homework Policy 2017**

### **Inclusion**

**As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SMT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St Oswald's Equality scheme.**

### **Introduction**

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

### **Rationale for homework**

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools,' where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents.

One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of extra-curricular and out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

### **Aims and objectives**

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future.

## **Types of homework**

We set a variety of homework activities. We encourage the children to read every night by giving them books to take home to read with their parents. Children learn spellings or mathematical tables as part of their homework. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and the Internet. We set literacy, numeracy and spelling homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home.

Homework folders are used throughout the school and parents are welcome to work with their child in these folders.

Homework folders are sent home each Friday and have to be returned with the completed homework by the following Wednesday. Spelling tests are on a Friday. This enables parents and pupils to have flexibility over when the homework is completed and allows teachers time to mark homework and place new homework into the folders ready to be sent home on the Friday.

## **Pupils with special educational needs**

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Individual Education Plans (IEPs).

## **The role of parents**

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents have any problems or questions about a particular homework task, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher.

Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the Governing Body.

## **Monitoring and review**

It is the responsibility of our Governing Body to agree and then monitor the school homework policy. The committee of the Governing Body that deals with curriculum issues does this. Parents complete a questionnaire during the school's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our Governing Body may, at any time, request from our Headteacher a report on the way homework is organised in our school.

Mrs J Hassan  
Policy agreed by Governors  
To be reviewed September 2018