

Homework Policy

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| **Policy Created by;** | L. Clegg |
|  **Policy Agreed by Governors;** |  |
| **To be reviewed;** | July 2023 |
| **UNCRC (United Nation Convention of the Rights of a Child) Articles included in this policy;** | 1, 2, 3, 4, 5, 6, 12, 15, 16, 17, 23, 24, 28, 34, 36 and 39 |
| **Our Mission Statement****At St Anne’s RC Primary School, we work together, learn together, play and care together in God’s love to enable each unique person to achieve their full potential.****We aim to meet the needs of every child through a challenging, enriched curriculum, where everyone feels valued and respected. Providing a safe, secure and stimulating learning environment through an inclusive partnership between children, parents, our school, our church and the wider community.** |

**Introduction**

The latest research, conducted by the Education Endowment Foundation, shows that the impact of homework provides students with three months additional progress at the primary stage. However, beneath this average there is a wide variation in potential impact, suggesting that how and what homework is set is very important. The evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it is important that students are provided with high quality feedback on their work. Studies indicate that there is an optimum amount of homework of between one and two hours per school day (slightly longer for older pupils), with effects diminishing as the time that students spend on homework increases.

St Anne’s Homework Policy emphasizes setting purposeful homework where quality is the main consideration rather than quantity.

Homework is set to:

* Encourage students to develop the skills, confidence, motivation and self-discipline needed to study effectively as independent and life-long learners
* Consolidate, reinforce and extend what students know, understand and can do at school
* Extend school learning
* Involve parents and carers in students’ learning and keep them informed about what our children are doing at school

**Guidelines for Homework**

**Homework Duration**

The amount of time spent on homework will vary across the academic year and may also increase in preparation for class tests and examinations. Although the amount of homework undertaken may vary, it is expected that students will be set the following amount:

* EYFS – on average 10 minutes per day
* KS1 (Years 1 & 2) on average 15 minutes per day
* LKS2 (Years 3 & 4) on average 20 minutes per day
* UKS2 (Years 5 & 6) on average 30 minutes per day

Homework timetables will be in place for KS2 and distributed to parents, carers and pupils in September in order to allow students to manage the homework that they are being set.

**Homework Tasks**

Homework will involve some of the following activities:

* Daily reading: independent, shared or paired reading, with possible activities to reinforce comprehension and understanding of texts as children progress through school
* Spellings and vocabulary extension: learning sounds and spellings; activities to apply spelling rules and patterns to extended tasks
* Research into an aspect of the curriculum as preparation for, extension to, consolidation of or follow up to work carried out in class
* Learning number facts and practice of calculation, including problem solving (multiplication tables, number bonds, etc..)
* Written assignments in English and Maths
* Handwriting

Children will complete their homework either in an exercise book, workbooks such as CGP or using an online tool such as See Saw, Learning by Questions, Time Tables Rock Stars, Number Bots etc.

**Teachers** will:

∙ Only set homework when it is appropriate and purposeful

∙ Be clear about the purpose of the homework task and how it will support student learning: pre-learning, checking for understanding, practice or processing

∙ Provide appropriate and timely feedback to the children

∙ Where appropriate, set homework activities that are differentiated, inclusive and varied

∙ Give feedback on how children are doing with homework during parents’ meetings and in annual reports

**Parents/ Carers** are encouraged to:

∙ Provide their child, where possible, with a suitable learning environment in which to complete their homework, without distractions

∙ Discuss homework tasks and teacher feedback with their child to encourage conversations about learning

Additionally, parents can support your child’s development by:

* visits to libraries, museums etc.
* cooking with them
* taking your child swimming
* playing games, e.g. board games, cards, ball games
* watching informative TV programmes together
* providing opportunities for craft activities, e.g. cutting, sticking, sewing, painting etc.
* gardening and growing plants
* using the internet to research something with your child (following guidelines for safe internet use)
* talking to your child about schoolwork, their day, what they have been learning about and how they have been learning

Remember: Homework is about reinforcing, practicing and confidence building…

**Pupils** should:

∙ Attempt to complete homework tasks to the best of their ability

∙ Allow adequate time to complete their homework to standard that reflects their understanding and best efforts

∙ KS2 children to stick to the timing guidance from their teacher and if they exceed this to write down the amount of time it took

∙ Expected to complete homework to the same high standards insisted on in class e.g. neat handwriting, accurate use of full stops and capital letters etc

∙ Where possible find a quiet environment to complete their homework

∙ Submit their homework on time

**Quality Assurance**

Quality of Homework provided and the impact of it will be quality assured through a range of methods including:

∙ Pupil Progress

∙ Pupil Voice

∙ Dedicated Drop ins with a focus on high quality homework

∙ SLT Learning Walks