



**Charlton-on-Otmoor CE Primary School**

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# HOMEWORK POLICY

## Aims of Policy

- To provide a clear definition of the purpose and nature of homework.
- To identify our shared views of good practice.
- To establish how homework will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

## Definition

We view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

## Purpose

The purpose of homework is to provide opportunities for parents to be involved in their child's learning. It enables children to practice and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance

## Good practice

We believe that the following principles underlie good practice.

- Teachers ensure that parents and children are aware of homework expectations and organisation. This can be done during parent meetings or through providing booklets.
- Homework allocations are made clear.
- Homework is set in a structured way to help children develop regular study patterns (with parental help if needed).
- There is regular feedback and praise for completed work and a system in place for responding to children who fail to complete.
- The reasons why homework has not been completed are investigated before action is taken.


- In planning homework, teachers set clear learning intentions and tasks are appropriate.
- There is a clear system for monitoring how the policy requirements are being fulfilled.
- The policy is reviewed annually.

### Organisation

Progression is planned from Reception to Key Stage Two through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.

### Homework Grids

The homework grid is different for each class. Children select from a range of task and complete one each week. There will be a new grid each half-term. Your child's Homework grid will be stuck in children's Homework book. It can be in the form of photographs, typed, drawn and or models not just written. Examples in Appendix 1.

<b>Reception</b>	Read /share a book every day with an adult. Complete an activity linked to the Early Years curriculum lasting for about 10 minutes.	<b>Year Four</b>	Read every day for 15 mins. Learn a list of Spellings. Practice times tables Complete a task from the Homework grid.
<b>Year One</b>	Read every day with an adult for 10 mins. Learn a list of Spellings. Complete a task from the Homework grid.	<b>Year Five</b>	Read every day for 20 mins. Learn a list of Spellings. Complete weekly maths/ grammar work Complete a task from the Homework grid.
<b>Year Two</b>	Read every day with an adult for 15 mins. Learn a list of Spellings. Complete a task from the Homework grid.	<b>Year Six</b>	Read every day for 20 mins. Learn a list of Spellings. Complete weekly maths/ grammar work Complete a task from the Homework grid.
<b>Year Three</b>	Read every day with an adult for 15 mins. Learn a list of Spellings. Practice times tables. Complete a task from the Homework grid.		

### Time

All children have different work rates so we have made the conscious decision not to include set times for each activity.

## **Roles and Responsibilities**

**Class teachers** will plan purposeful activities with clear learning intentions, which are linked to the curriculum content. They will respond to children's efforts, providing encouragement and reward and will investigate the reasons for homework not being completed before responding with sanctions.

**Parents** have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for its completion.

More detailed information about how parents can support their child is provided in our parent booklet 'Homework – A guide to supporting your child'.

**Children** are responsible for completing tasks as requested (with increasing independence as they move through the school).

## **Equality and Inclusion**

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge.

## **Monitoring and Evaluation**

In order to ensure that the policy directly contributes to the quality of teaching and learning, the provision of homework will be regularly monitored. The scrutiny of homework will form part of the leadership team's monitoring responsibilities. Parents will also be given opportunities to share their views with teachers at parent consultations and other occasions as appropriate.

### ***What is Homework?***

We view homework as being a supported or independent task which is undertaken outside of curriculum time and which reinforces, extends, or enriches current learning.

### ***Why is it set?***

The purpose of homework is.....

- To provide opportunities for parents to be involved in children's learning.
- To enable children to practise and consolidate skills.
- To broaden the context of learning and provide enrichment and extension.
- To enable children to take responsibility for their own learning, become more independent and develop perseverance.

### ***How you can help:***

- Provide a quiet area where your child can work. It is helpful to switch off the TV to aid concentration.
- Offer your help and support for younger children to complete tasks.
- Expect older children to work independently, but make it clear that you are there

if needed.

- Encourage your child to complete homework on the day set, as the task will have just been explained. If they leave it until the day before it is due in, they may find that they need resources that they do not have to hand. The setting of homework several days in advance enables children to develop skills in organising their time. Younger children will need your support in moving towards this.
- Check your child's schoolbag regularly.
- Take an interest in the homework and encourage your child to take a pride in the presentation of written tasks. Work should be handwritten by your child in pencil or a suitable handwriting pen, unless directed otherwise by your child's class teacher.

### ***What does it look like?***

Homework involves a range of activities including the following:

- Speaking and listening activities
- Spelling and word investigations
- Collecting items linked to the learning
- Independent work
- Collecting data
- Educational games
- Reading
- Maths investigations
- Book reviews

### **What do I do if I have a query?**

If your child has a problem completing the homework or you have any questions, please call in and see the class teacher or write a note. We will do all that we can to resolve the problem. Your support in the process is vital for children's success in developing self-study skills as they move on up through the school.

We hope that this booklet has been helpful. Further information about our approach to homework can be found in our homework policy document which is available on the school's website.

**Approved by:** Nadia Gosling **Date:** 01.06.2021

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