



All Saints Church of England Primary School

Policy: Homework Policy

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Date for review:

Approved by Governors' on:

We are all part of God's wonderful creation and each of us is special.

We will care for and respect:

- our world
- our school community
- ourselves

Finding joy in learning, and growing,
to be the very best that we can be.

All Saints Church of England School aims to be an inclusive school, rooted in Christian values, to create a secure, happy and stimulating learning environment where everyone can experience success.

Effort and excellence are expected and affirmed.

1. Introduction

Homework is anything 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/carers to support the children's learning.

2. Rationale for homework

Homework is an important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning they do at home. We see homework as an important example of co-operation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire this skill.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the importance of play and free time in a child's growth and development as well as valuable time spent with family members. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of opportunities available outside school.

3. Aims

Through this policy we aim to:

- Ensure that parents/carers are clear what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom.
- Provide opportunities for parents/carers, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To give feedback to pupils about their homework.

4. The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember when expecting and setting homework there are a number of points to consider:

- The nature and type of homework may change throughout a pupil's school career.
- Homework should not cause undue stress on the pupil, family or teacher.
- It will not necessarily come in the form of a written task.
- Homework will be set regularly from the Foundation Stage to Year 6.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

From September 2014, we have introduced "TIC TAC TOE" for Years 1-6, whereby each half term, a selection of pieces of work are set in accordance with the year group topic. Nine (9) pieces of work are set, and the individual child chooses a minimum of 3 of these tasks to complete over that half term period (approximately 6 weeks). The idea is that on the 9 square grid, the child can make "3 in a row" with these chosen tasks. The middle square should always be completed. This contains maths skills tasks appropriate to the child's year group. All nine squares can be completed if a child wishes. A completion date will always be specified, although children will be allowed to hand in completed tasks before that date if they wish.

TIC TAC TOE homework will be introduced to Foundation Stage children during the Summer Term.

At the end of each half term, each class will make a display based on their TIC TAC TOE homework tasks and feedback will be given to each child.

For an example of a TIC TAC TOE grid, see Appendix 1

In addition to TIC TAC TOE, all children will be expected to read daily at home. Parents should sign an individual reading diary for all children in Foundation Stage to Year 3. Children in Years 4, 5 and 6 will have an individual reading diary where appropriate.

5. Inclusion and Homework

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 and when setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEP's). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

Newly Arrived pupils will also have the support of an interpreter, if required, to support learning which takes place at home.

6. Role of the Class teacher

- To provide an explanation of homework tasks to parents/carers when necessary and give guidance on how they might assist their child.
- To set up homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the cohort / year group.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To give feedback to pupils about their homework.

7. Role of Parents and Carers

- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

8. Use of ICT

The use of ICT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. We may make reference to useful websites for children in relation to homework tasks outlined on the TIC TAC TOE grids where appropriate. Parents or carers are advised to always supervise their child's access to the internet.

Parents will also be provided with individual log on and account details for any home learning software which school subscribes to eg Skoolbo. This will enable children to reinforce and practice basic literacy and numeracy skills in an interactive way.

Where children do not have access to a computer at home, there is the opportunity for them to attend a weekly homework club where tasks can be undertaken and supported by a member of staff using school computers

9. General

If children are absent due to illness we will not send homework home. We would assume the child was too ill to work.

However, if a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **In such circumstances the teacher should consult with the Phase Leader or member of the SLT first.**

If parents/carers have any questions about homework, 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.