



HOMework POLICY

1. One Vision

'Enjoying our learning together'

2. One Mission

We all aim to enjoy our learning to create positive attitudes towards learning for life. The sense of 'our' creates a personal stake in a commitment and motivation for each individual involved. Learning is the key to our school's success. Success that is built on togetherness, with each individual playing their role in the team regardless of gender, ethnicity, disability, faith or religion. A role that is in pursuit of excellence, in which we all look to give the very best we can.

3. Six Aims, Six Key Values

'To achieve our vision we aim to:

*.....encourage the **achievement** of all pupils in every aspect of their education by providing opportunities for children to be confident, independent and capable which is recognised, encouraged and rewarded.*

*..... create and maintain a **caring community** by encouraging a supportive, safe, understanding and considerate environment that fosters kindness, trust and teamwork, along with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.*

*..... to provide **challenge** that encourages children of all abilities to achieve their full potential through a broad, balanced, progressive and creative curriculum.*

*..... give our children understanding of, and respect for **Christian values**, particularly 'Love', 'Friendship', 'Peace' and 'Creativity', and an appreciation of all creeds, cultures and races.*

*.....to provide **equal opportunities** for all to develop cognitive, physical, emotional, spiritual and moral development, regardless of gender, race, ability, age, faith or religion or socio-economic background so that an inclusive culture exists in the school.*

*..... to provide **stimulating experiences** by developing a rich and varied learning environment which meets the children's needs, teaching styles match a variety of learning styles and multiple intelligences, while quality resources motivate children to take their learning to the next level.'*

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Procedures:

Homework should;

- be integrated with everyday work and planning
- be set or guided by the class teacher
- be presented in a self-explanatory manner and include an example if necessary
- be given appropriate prompt feedback which would cover at least one of a range of strategies from self, peer or teacher assessment
- take into account individual children's learning needs
- enable some element of choice to support personalised learning
- be entered into the homework diaries in order that parents and children understand when, what and how the work is to be done.
- **Year 3 and 4 children** should receive approximately **1 ½ hours per week**.
- **Year 5 and 6 children** should receive approximately **½ hour each day (i.e. 2 ½ hours/week)**.

The following list summarises the types of learning your child will be expected to complete:

Year Group	Subject	Learning	Frequency
Year 3 and 4	English	Reading daily (followed up by Accelerated reader in class)	Daily
		Spelling: Spellodrome online word practise	Weekly
		Writing: Grammar skills practise or punctuation practise or Handwriting practise	Weekly
	Mathematics	Times Tables/ MyMaths or other work related to the unit of work studied in class	Weekly
	Science and Foundation Subjects	Collecting resources or simple facts to find	Occasionally

Year 5 and 6	English	Reading daily (followed up by Accelerated reader in class)	Daily
		Spelling: Spellodrome online word practise. Written application of spelling rules in context	Weekly
		Writing: Grammar skills practise or application in writing or punctuation practise Handwriting practise to targeted individuals	Weekly
	Mathematics	MyMaths and activities related to the unit of work including problem solving	Weekly
Science and Foundation Subjects	Collecting resources or focused research	Occasionally	

Please note that during assessment weeks at the end of each half-term, report writing times during mid summer term or at times of residential visits a limited homework schedule maybe set. Access to Spellodrome and MyMaths is still available at these times.

The school also recognises the rich and varied range of after school activities that many of the children participate in within the wider community, which helps to contribute to their overall educational development and well-being.

The role of the Headteacher and Leadership Team:

It is the responsibility of the headteacher to lead a review of the homework policy every three years. The aims and provision of the policy should be monitored termly to help ensure consistency across the school.

The Role of Teachers:

It is part of teachers' professional duties to set homework in accordance with the school's vision, aims and procedures. Teachers form part of a partnership for the children between home and school, and can be a valuable source of advice in helping to establish expectations and routines at home.

The Role of Parents

We greatly value the help and support parents, carers and guardians can give to their children at home. We appreciate the constraints that there sometimes are on this important time and hope that our policy for this key area of your child's academic life provides appropriate guidance.

It is helpful if parents discuss with their children the following questions:-

- When is it a good time to do any homework?
- Where is the best place for homework to be done?
- What helps concentration?
- How long should my homework take me?
- Should I ask for help with my homework,?
- Who should I ask for help and how much help should I expect?
- Further guidance is available in the front of the children's home-school diary.

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the learning. Parents need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed. If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher or make a note in the home-school diary. If questions are of a more general nature, they could contact the head teacher. 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.

Pupils with additional 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 additional needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Children who receive additional support in English or Mathematics may, as part of that course, be expected to complete short homework tasks.

Monitoring and Review

It is the responsibility of the governing body to agree and then monitor the school homework policy. The governing body may, at any time, request from the head teacher a report on the way homework is organised in the school.

Signed:

(Chair of Governors)

Date: