

# Pear Tree Primary School incorporating PiPs Before and After School Club



## Homework Policy

<b>Date agreed</b>	<b>Spring 2021</b>
<b>Date for Review</b>	<b>Spring 2024</b>
<b>Head Teacher</b>	<b>Boo Edleston</b>
<b>Chair of Governors</b>	<b>Simon Holden</b>
<b>Signed on behalf of the Governing Board by</b>  <b>Name: Simon Holden</b>	<b>Signature:</b>   <b>Date: 26.03.21</b>
<b>Signed by on behalf of the School by:</b>  <b>Boo Edleston</b> <b>Head Teacher</b>	<b>Signature:</b>   <b>Date: 26.03.21</b>

## **Introduction**

- 1.1 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 to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

## **2 Rationale for homework**

- 2.1 Homework is a very 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 that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents. 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 the skill of independent learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. However, 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 activities of various out-of-school clubs and of 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 encourage them to make maximum use of the opportunities available outside school.

## **3 Aims and objectives**

- 3.1 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 cooperation between home and school in supporting each child's learning;
  - to enable all aspects of the curriculum to be covered in greater depth;
  - to provide educational experiences not possible in school;
  - to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
  - to help children develop good work habits for the future.

## **4 Types of homework**

- 4.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.
- 4.2 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we give children books to take home and read with their parents. We give guidance to parents on achieving the maximum benefit from this time spent reading with their child. In addition Maths tasks are offered and discovery challenges sometimes given. We may also ask Key Stage 1 children to learn times tables as part of their homework. Sometimes, we ask children to talk about a topic at home

prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take homework that they have started in school, when we believe that they could benefit from spending further time on it. If parents require more homework then staff are always willing to discuss this.

- 4.3 At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 4.2, but we expect them to do more tasks independently. We set literacy or numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to revise for assessments, however this is mainly in Year 6 as well as to ensure that prior learning has been understood.
- 4.31 The homework that is set is reflective of what the children have been focussing on in class and is also differentiated according to ability.
- 4.4 Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. If there are issues arising from the work, the teacher will follow up in lesson time.
- 4.5 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.
- 4.6 If homework is not completed and handed in on time in Year 6 children are asked to complete any unfinished tasks at break time to ensure staff are able to judge a pupil's level of understanding and give support if required

## **5 Amount of homework**

- 5.1 As they move through the school, we increase the amount of homework that we give the children. We expect our Early Years Foundation Stage children to read daily with their parents and offer a range of additional tasks to practise key skills which is actively encouraged but is not compulsory. At Key Stage 1 we expect children to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in Years 3 and 4 to spend approximately 15–20 minutes per night on homework, and children in Years 5 and 6 to spend approximately 30 minutes per night. This is in line with the DFES guidelines.

## **6 Inclusion and homework**

- 6.1 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 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 their targets, set on their individual plans. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

## **7 The role of parents**

- 7.1 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 and when they feel it to be necessary and to 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.
- 7.2 If parents 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 head teacher. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents should contact the governing body.

## **8 Use of IT**

- 8.1 The use of IT 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.
- 8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents are advised always to supervise their child's access to the Internet.
- 8.3 We discourage children from bringing pen drives into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school via the admin account: [admin@peartree.cheshire.sch.uk](mailto:admin@peartree.cheshire.sch.uk) or to the class teacher's email address.

## **9 Monitoring and review**

- 9.1 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body and trustees may, at any time, request from our head teacher a report on the way in which homework is organised in our school.

REVIEWED – Spring 2021

NEXT REVIEW: Spring 2024 (or sooner if required)