




# Homework Policy and Procedures

(Approval delegated to Quality of Education Committee)

<b>Revised and adopted by Governing Board:</b>	Summer 2014 Autumn 2016 Summer 2017 Autumn 2019 Quality of Education Committee: Spring 2022
<b>Review Date:</b>	
<b>Changes:</b>	Autumn 2023- updates to expectations regarding reading, increased monitoring, changes to maths and SPAG homework, change to days setting and checking eg Mondays Spring 2023- new policy and procedures Spring 2022: formatting changes Autumn 2019 – strategies: inclusion of reading/ times tables/ Mathematics/ spellings; need for homework to be included in medium term planning removed Summer 2017 – no changes; outcomes – frequency of monitoring removed Autumn 2016 – no changes
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<b>Safeguarding Duty</b>	“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as preventing impairment of children’s mental and physical health or development”(KCSIE September 2022)
<b>UN Convention on the Rights of the Child</b> 	Article 17 – access to information from the media Article 18- parental responsibilities Article 28- right to education Article 29 – goals of education Article 31 – leisure, play and culture

### **Key findings from the Education Endowment Foundation regarding homework:**

- Homework can have a small positive impact on primary pupils.
- Homework that links to classroom work is most effective.
- Where feedback on homework is provided, this has higher levels of impact.
- The purpose of homework should be made clear to pupils.
- Schools should consider how to support pupils who may not have a quiet space for home learning.

### **Aims of our Homework Policy:**

1. To help children to consolidate their knowledge, understanding and application of essential skills in reading, writing and maths that have been taught in school
2. To develop independence, organisational skills and a sense of responsibility
3. To continue to foster a love for learning in our children
4. To develop a partnership between home and school, with the aim of working together to help all children meet their full potential.

### **Responsibilities:**

#### ***Senior Leaders will:***

- monitor quality of homework through Pupil Progress Meetings, Book Looks (including Spelling Books, Reading Diaries and Homework Books), Pupil Voice and Parental Voice;
- complete a half termly check of spelling books;
- meet with children who are failing to complete their reading records;
- liaise and offer support for families where pupils persistently fail to complete homework tasks;

#### ***Teachers will:***

- set weekly tasks, as per the overview, ensuring that tasks are appropriate for individual pupils;
- ensure that the instructions for homework tasks are clear and that the work links with learning in class;
- check and give regular feedback on all homework tasks, both online and in books (Reading Diaries and Homework Books);
- keep a record of returned/completed homework (including reading records);
- liaise with parents and carers over persistent non-completion of homework;
- allow pupils the opportunity to “catch up” on their homework during a lunchtime club;
- run an after school Homework Club .

#### ***Pupils will:***

- complete homework tasks as instructed each week;
- ask for help in school if they are unsure about a task.

#### ***Parents and carers will:***

- sign the reading diary each week to confirm that their child has read the required amount;
- contact the class teacher if there are any home issues that may affect the completion of homework tasks;
- liaise with the class teacher if a task has proven too challenging or if the task is unclear

### Weekly Homework Tasks:

	Year 3	Year 4	Year 5	Year 6
<b><u>My Maths-</u></b> Weekly online task	Only used for directed intervention		Set on Mondays Checked on Mondays	
<b><u>Times Tables -</u></b> At least 30 minutes of Times Tables practice each week (strongly recommended to be on TTRS)	Set on Mondays Checked on Mondays		Only used for directed intervention	
<b><u>Spellings -</u></b> At least 30 minutes of practice each week (strongly recommended to be completed in 3x10 minute chunks)	Weekly tasks linked to spelling rules and zero tolerance words- Set on Monday Checked on Monday		Ongoing – spelling books checked at least fortnightly on Mondays	
<b><u>Grammar and Punctuation -</u></b> Weekly worksheet	Half termly exercises		CGP books- exercise set each week. Set on Mondays Checked on Mondays	
<b><u>Reading-</u></b> At least one hour of reading per week. Free readers to aim to read between 60-100 pages to build reading stamina. Reading diary to be completed by child and checked by the class teacher each week.	Ongoing – reading diaries to be checked every Monday. Parent signature required each week.			
<b><u>Projects</u></b> These may be linked to ongoing curriculum topic or they may be a whole school task (eg Christmas bunting)	Set instead of maths and SPAG homework as required.			

### Non-Completion of Homework:

- Reading- if a child has failed to record their reading or their reading record is not signed more than once in a term, then they will be sent to the AHTs on Monday lunchtime to complete their reading.
- Class teachers will keep record of returned/completed homework.
- If a task is not completed then pupil will attend Lunchtime Catch Up Club for 15 minutes. This will take place on Tuesdays for Years 5 and 6, and Wednesdays for pupils in Years 3 and 4.
- Senior Leaders will be made aware of pupils who persistently fail to return/complete homework or fill in their reading diaries. Parents will be contacted and support will be put in place.