



HOMEWORK POLICY

November 2020

**HOMEWORK POLICY
QUEENSGATE FOUNDATION PRIMARY SCHOOL**

Policy Review

This policy is reviewed in full by the Governing Board on an annual basis.

The policy was last reviewed and agreed by the Governing Board on 26th November 2020.

It will be reviewed again November 2021.

Approved



Signature: Head Teacher

Date: 26th November 2020



Signature: Chair of the Governing Board

Date: 26th November 2020

Policy control

Date	Amendments / additions	Reason
Nov 2020	Removal of wording "Curriculum Committee"	Change in GB structure
Nov 2020	Types of Homework reworded	Update

Homework is a number of tasks or activities which pupils are asked to do on their own or with their parents in order to reinforce curricular objectives and learning outcomes.

We believe homework consolidates and reinforces skills and understanding in maths, literacy and other curriculum areas. It helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fosters an effective partnership between home and school.

We consider homework should be:

- interesting and rewarding for all children
- integrated into everyday planning and set by the class teacher
- differentiated to cater for individual children's learning needs
- clearly understood so that children understand when, what and how the work is to be done
- marked and fed back to the children promptly

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

1. AIMS

To reinforce curricular objectives and learning outcomes by setting interesting tasks or activities

PROCEDURE

2. Role of the Governing Board

The Governing Board has:

- 2.1 responsibility for the effective implementation, monitoring and evaluation of this policy
- 2.2 delegated powers and responsibilities to the Governing Board and to the Headteacher to oversee the development of this policy

3. The Role of the Headteacher

The Headteacher will:

- 3.1 promote this policy by raising its status and importance
- 3.2 ensure that homework is built into teacher's planning
- 3.3 provide supportive guidance for parents
- 3.4 keep up to date with new developments with regard to homework
- 3.4 monitor and evaluate this policy

4. Role of the teachers

Teachers must:

- 4.1 integrate homework into their planning
- 4.2 set interesting tasks or activities
- 4.3 set homework appropriate to each child
- 4.4 explain when, what and how the work is to be done so that each child clearly understands what is expected of them
- 4.5 provide feedback in line with the marking policy

5 Role of Parents/Carers

Parents/carers are asked to:

- 5.1 sign the Home-School Agreement indicating their support for homework
- 5.2 praise the value of homework to their children
- 5.3 provide a suitable space in their home where their children can concentrate on their homework
- 5.4 establish a homework routine
- 5.5 provide materials pens, pencils etc.
- 5.6 go through the homework before their child starts and discuss the completed work when finished
- 5.7 make the experience pleasurable
- 5.8 find time to work with their child or be at hand if a problem arises;
- 5.9 discuss, encourage and praise their child's efforts
- 5.10 contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it
- 5.11 ensure they get feedback on all homework tasks or activities
- 5.12 answer questions on homework contained in the parent questionnaire

6 Role of Children

Children are asked to:

- 6.1 complete their homework and hand it in on time
- 6.2 make sure they understand what is asked of them
- 6.3 answer questions on homework contained in the pupil questionnaire
- 6.4 make sure they get feedback on their homework
- 6.5 highlight to the School Council any ideas they may have to improve homework

7 Types of Homework

All homework tasks and activities are designed to consolidate and reinforce skills and understanding in maths and English, and will be through a range of methods for example: work sheets, family tasks use of google classroom, rocks stars, bug club and other learning sites.

8 Time Allocation

We recommend the following time allocation:

- **Foundation/Key Stage 1** - Up to 1 hour per week to include reading and phonic activities
- **Years 3 and 4** - Up to 1.5 hours per week
- **Years 5 and 6** - Up to 2.5 hours per week

Challenge books are well established across the school.

In Year 5 and 6 children have maths booklets, which involves some maths challenges.

9 Feedback

9.1 All children receive prompt feedback on their homework in a variety of forms such as:

- verbal
- written
- class discussion
- praise and recognition during an achievement assembly

9.2 Parents are asked to:

- give teachers any feedback they feel might be useful
- encourage their children to talk about the feedback they have received
- contact the school if they have any concerns

10 Monitoring the Effectiveness of the Policy

Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the governors.