

Longstone CE (VA)
Primary School

Homework Policy



Version: 1
Date: January 2016

Summary

This document explains the school's policy on setting and marking of homework.

Document control

Owner

The owner of this document is the Head Teacher. All requests for change should be directed to them. Any printed copies of this document are for reference only; the definitive version is the computer file held on the school office administrator's computer.

Revision history

Version	Date	Changes	Author(s)
1	Jan 2016	Initial Policy	G Harvey (School Bus)

Approval

Version	Date	Approver(s)	Minute number
1	3/2/16	Strategic & Standards Committee	5.2

Review period

The maximum period between reviews of this document is:

Version	Next revision due
1	January 2020

1. Introduction

Longstone CE (VA) Primary School is a vibrant, enthusiastic and supportive learning environment in which children are given every opportunity to complete a fulfilling primary school education.

At Longstone School, we believe that homework can play an important part in a child's education. We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We give careful consideration to making homework well-balanced across the school.

2. Aims

Longstone School's Homework Policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of the school's expectations with regard to homework.
- Encourage pupils to develop the responsibility and self-discipline required for independent study in order to support them in the transition to secondary school, and subsequently the world of work.
- Support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning and to keep them informed about the work their child is covering.

Responsibilities

Role of the Head Teacher and Governing Body

- Check compliance of the policy.
- Regularly monitor the effectiveness of the policy and make appropriate updates/amendments as required.
- Discuss with staff how far the Policy is being implemented.

Role of the Teacher

- Plan and set up a regular programme of homework for pupils.
- Provide an explanation of homework tasks and ensure all pupils understand what they have to do.
- Set homework that is appropriate to the child's ability.
- Monitor homework regularly and make sure pupils are completing it.
- Set homework which is broadly consistent across classes.

Role of Parents/Carers

- Support their child in completing homework if required and encourage their child to have a positive attitude towards it.
- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning and homework.

Role of Pupils

- Take responsibility for their own learning and submit completed work on time.
- Make sure they understand the tasks that have been set and seek clarification if required.
- Put the same effort into homework as would be expected of class work, taking pride in the presentation and content.

Homework – Current practice

- At the beginning of the year parents will be informed of what is expected of them with regard to homework.
- Teachers will explain the organisation of homework to parents at the parents' information workshop in September.
- Every term, the school newsletter will inform parents about the main topics and units of work being covered.
- Pupils in Key Stage 1 are issued with a 'Monkey Book' in which all reading comments are recorded, along with the weekly spellings.
- Pupils in Key Stage 2 are issued with a 'planner' in which all reading comments, weekly spellings and homework tasks will be recorded. They will receive homework on Fridays, which is to be returned on the following Friday.
- Homework usually consists of an activity to be completed at home. There will be an explanation to assist parents which is especially important if it concerns a method which may be unfamiliar to parents. The homework activity will usually not require marking by the teacher.
- The parents of children in year 6 will be offered the opportunity to purchase additional homework material, which is administered and marked at home by parents. Children will be signposted to the appropriate pages each week, tying homework in with classroom learning.
- Parents/carers are encouraged to discuss any mis-conceptions with their child. If they have any queries, they should make an appointment to see their child's class teacher. Feedback from parents about their child's homework is also welcomed by the school.
- The amount of homework will increase as the child progresses through school.
- Teachers may occasionally set extra homework for the whole class if they feel it would be beneficial.

The table below shows the usual amount of homework expected over a week.

Year Group	Homework	Approx. Time	Total/week
R	<ul style="list-style-type: none"> • Reading – Reading scheme books • Weekly sounds/simple CVC words and/or 'tricky words' to read 	5 mins per night 5 mins per night	50 mins
1	<ul style="list-style-type: none"> • Reading – Reading scheme/library books • Weekly spellings 	5 mins per night 5 mins per night	50 mins
2	<ul style="list-style-type: none"> • Reading – Reading scheme/library books • Weekly spellings • Number bonds, counting or tables activity 	5 mins per night 5 mins per night 5 mins x2 per week	60 mins
3	<ul style="list-style-type: none"> • Reading – Reading scheme/library books • Weekly spellings • Times tables • Maths or SPAG* activity (alternate weeks) 	5 mins per night 5 mins per night 5 mins x 3 per week 10 mins per week	75 mins
4	<ul style="list-style-type: none"> • Reading – Reading scheme/library books • Weekly spellings • Times tables • Maths or SPAG* activity (alternate weeks) 	5 mins per night 5 mins per night 5 mins x 3 per week 10-15 mins per week	75-80 mins
5	<ul style="list-style-type: none"> • Reading – Reading/library books • Weekly spellings • Times tables • Maths or SPAG* activity (alternate weeks) 	5 mins per night 5 mins per night 5 mins x3 per week 15 mins per week	80 mins
6	<ul style="list-style-type: none"> • Reading – Reading/library books • Weekly spellings • Times tables 	5 mins per night 5 mins per night 5 mins x3 per week 20 mins per week	85 mins +

	<ul style="list-style-type: none"> • Maths activity or SPAG* activity alternate weeks • Past SATs papers when required • Additional purchased material (optional) 	Variable	
--	--	----------	--

SPAG* - Spelling, Punctuation & Grammar

Some children do additional tasks such as zappers, Lexia and work linked with the support plans. These tasks can either be completed in addition to the tasks listed above or if time is short, can be interchanged with other activities such as reading one night, and spellings the next.

Absences

- If the child is absent from school due to illness or another leave of absence, the school will not supply work for these periods. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.
- If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

Marking homework

Homework will be marked in a variety of ways. Some homework is task based so will not require marking, some work can be marked by parents; some work will be ticked to show that it has been marked. Occasionally, the work may be marked orally with the child or class. Teachers will not mark homework that is handed in late.

Pupils with SEND

- The school recognises that pupils with special educational needs and disabilities (SEND) may require that some homework will require modification, either in its difficulty or in its length.
- While pupils with SEND may benefit from special tasks separate from the homework received from other pupils, it is important that they also do as much in common with other pupils.

Equal Opportunities

At Longstone CE (VA) Primary School, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

This policy is reviewed every four years, although it may be amended as necessary in the interim.

Head Teacher.....

Chair of Strategic & Standards Committee.....

Chair of Governors:

Date.....