



Policy Homework

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Title	Homework
Date of Issue	November 2021
Review Date	November 2023
Prepared by	Headteacher
To be reviewed by	Headteacher and Governors
Appendices	Appendix 1 – Homework Timetable
Supply / distribution	Available as a read-only document on the Fynamore school website and one hardcopy in the school office.
Other relevant approved documents	Staff Handbook
Authorised by	Headteacher and Governors

1. Introduction

The school values the partnership between children, teachers and parents. It seeks to encourage pupils' own learning within their home environment by expecting children to undertake homework tasks.

We encourage parents to help support their child in doing homework by showing interest and providing guidance. However, we would not wish to encourage parents to undertake their homework for them.

As the children progress through the school, the type of homework and time allocation increases (see timetable). For all ages, homework should be purposeful, stimulating and fun, as well as preparing children for the next stage of learning.

Homework can take many varied forms that enhance work done within the school. It can be oral, written or practical.

The school makes every effort to ensure that the homework set is suitable for the individual pupil's abilities and provides an appropriate level of challenge. Where a child has struggled with a piece of homework, this should become apparent to the class teacher when marking or reviewing the submitted work. However, where parents or carers have concerns in this regard, particularly if there is a developing trend on one or more aspects of homework which is causing the child stress or anxiety, then we would encourage you to discuss this with the class teacher, either by communicating through Seesaw in the first instance or by raising it at a parents evening.

2. Purpose

What is homework for?

- Allowing practice and consolidation of work done in class.
- Developing research skills by using libraries and other learning resources.
- Providing opportunities for other individualised work.
- Training for pupils in planning, organisation of time and self discipline.
- Encouraging ownership and responsibility for learning.

The success of homework relies on the partnership of parent, teacher and child.

3. Advice to Parents

- Homework can be fun!
- Provide a reasonably peaceful, suitable place for doing homework.
- Consider the best time of day for doing homework – it doesn't have to always be in the evening.
- Parents are encouraged to comment in the homework book.
- Make it clear to children that you value homework and support the school in explaining how it can help them make progress.
- Expect deadlines to be met and check that they are. Homework is due in on the Wednesday following the Friday it is given out. Project work is due in the following Wednesday – i.e. 2 weeks.
- Give praise for completion.
- Seek advice from the class teacher as soon as possible (preferably on the Monday) if there are concerns over homework. In this way we help clarify your queries before the homework deadline.

4. Organisation

See timetable for allocation of time, days and range of provision. Homework should be available from Friday after school. The school policy is not to give weekly homework before this time. Parents who request work before Friday pm should be told that work can be collected after school on Friday or the following week. It is not possible to produce homework earlier due to teacher's planning on Thursday evening.

If a child is absent on the Friday, when homework is allocated, we ask parents to remind the child to ask for it when they return to school.

School work should be sent home when requested if children have sustained absence from school.

As part of their homework, all the children will bring their reading books home every night. Please encourage them to read as often as possible, either independently or with an adult. In Y1-Y6 the reading diary gives advice about extending reading skills.

Homework instructions will be given out each week. Work should be completed in pencil or pen according to the writing tool normally used by individual children in school.

Teachers should keep a record of all homework handed in and follow up promptly when tasks are not completed. This may include arranging a time for work to be completed during break time or team time. In KS2, a Stage 2 will be given for the 1st 2 missed homeworks and a Stage 3 will be given for a 3rd or for subsequent times. The teacher will have a discussion with an individual parent if concerns regarding homework continue to arise.

5. Responding to Children's Work

Children's homework will be responded to in a variety of ways:

Research work will be shared and celebrated in the relevant lesson by teacher and peers. For example by reading work to a response partner, putting work on a class display or marking each other's tests.

The class teacher will look at homework weekly and sign or mark tasks as appropriate ready for the next task. Teachers should mark homework according to the marking policy in green pen, ensuring regular feedback is given.

Project homework will be presented in class and teachers will use these presentations as part of the child's speaking and listening assessment record. Pupils have the opportunity to listen to peers' presentations and offer their own evaluative feedback.

Throughout the school, class teachers will monitor reading, test spellings and multiplication tables when given. Days are set aside for testing spellings etc and these dates should be adhered to.

6. Monitoring

The Headteacher will monitor and review this policy every 2 years. At each review the policy will be approved by the Governing Body.

Appendix 1: Homework Timetable

Year Group	Reading	Other Home Activities	Total Time Per Night
Early Years Foundation Stage (EYFS)	Please read every day. Regular phonics and keyword work will support reading progress.	Letter sounds and names will be stuck in phonics books as part of Friday EMT. Beginning mid-autumn. High frequency words are sent weekly based on individual children's progress. A weekly piece of homework based on the 7 areas of learning in the EYFS curriculum is also sent out every Friday.	Up to 10 mins
Y1 & 2	<p>Reading books and words. Reading a range of texts: fiction, non-fiction, plays and poetry. Use of dictionary.</p> <p>Please read at least 5 times a week.</p> <p>Commented on and signed by parents</p>	<p>An extended list of key words is sent home at the beginning of each half term, these are then tested at the end of each half term for both Y1 & Y2. Once a half term there is a project homework for both Y1 & Y2. This normally lasts 2 weeks.</p> <p>Y1 – weekly spellings linked to phonics sounds of the week sent home to practise, these are checked in a spellings & phonics session the next week.</p> <p>Y2 – Weekly spellings are sent home linked to phonics patterns learnt during the week and some common exception words. Number bonds- sent home weekly working on the story of 3,4,5,6,7,8-20. Tested per week.</p>	15 mins
Y3 & 4	<p>As for Y1 and Y2 with the addition of: Use of thesaurus, following instructional texts, using an index and glossary.</p> <p>Commented on and signed by parents</p>	<p>Weekly Spellings Literacy – Weekly Reading Task in Reading Diary</p> <p>Maths – Weekly task set on Seesaw (Year 4 focus on multiplication tables)</p> <p>Given out Friday back following Wednesday. Any unfinished work may be sent home</p> <p>Number Bonds / Tables ongoing</p> <p>Family Learning projects may be set for some topics.</p>	20 – 30 mins
Y5 & 6	As for Y1, Y2, Y3 and Y4 with addition of: Predict, skimming and scanning	Weekly Spellings Literacy – Weekly Reading Task in Reading Diary	30 – 45 mins

	<p>inference skills, deduction and character analysis</p> <p>Signed by parents</p>	<p>Maths – Weekly task set on Seesaw</p> <p>Given out Friday back following Wednesday. Any unfinished work may be sent home</p> <p>Number Bonds / Tables ongoing</p> <p>Family Learning projects may be set for some topics.</p> <p>After Christmas each year, children to then be set:</p> <p>Weekly Reading task on Seesaw</p> <p>Weekly Maths task on Seesaw</p>	
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The daily reading, which the government recommends for all children, can be done as part of homework.

On days when the homework activity is something other than reading, children should be encouraged to read on their own or with others for at least 10 minutes for FS and Key Stage 1 and 20 minutes for Key Stage 2.