

St Andrew's CEVC Primary School, Great Yeldham

# Homework Policy



Reviewed September 2017  
(Review co-ordinated by Carrie Prior)

St. Andrew's CEVC Primary School  
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Great Yeldham  
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## **Rationale**

St Andrew's CEVC Primary School encourages opportunities for extending pupils' learning and appreciates the need for developing firm links between home and school. By setting homework, the school endeavours to address these aims.

## **Aims**

- To develop an effective partnership between home and school.
- To contribute towards raising standards throughout the school.
- To ensure progression towards independence and an individual responsibility.
- To extend and support learning.
- To provide opportunities for children and parents to share learning experiences.
- To prepare Year 6 children for the Secondary stage of education.
- To help develop study and organisational skills

## **Tasks**

- Must have a clear focus.
- Give opportunities for pupils to succeed.
- Develop a wide range of skills.
- Be varied in format.
- Be manageable for pupils, parents/carers and teachers.

## **Pupils with Special Educational Needs and the Most Able**

SEN pupils may be set different homework as outlined by their One Planning. Homework should be used to challenge pupils who are the most able. Teachers may need to provide separate homework at an appropriate level. (For further details please consult the SEN Policy and Most Able Policy).

## **The Role of Parents**

Clear guidance is provided for parents/carers to ensure they know how to best support their child's homework and how that role can change as the pupil gets older.

In general terms parents and carers should be encouraged to:

- provide a reasonably peaceful, suitable place in which pupils can complete their tasks;
- support and encourage pupils to complete their homework;
- praise pupil effort and progress;
- value the purpose for doing homework and education.

## Responsibilities

### **Who plans what is set?**

- The class teacher will plan what is set within the context of the Curriculum and half-termly plan.

### **Who takes overall responsibility for the standard of work set?**

- The ultimate responsibility rests with the Head Teacher and Governing Body.

### **Who makes sure that Homework is completed?**

- The ultimate responsibility lies with the child. However, support and encouragement by all adults is crucial. This may involve early intervention where any one of a range of circumstances mitigates against the child. The emphasis will be on a positive learning experience based on support.

### **What happens if Homework is not completed?**

Homework should be promoted positively and should not be seen as a “punishment”. Inevitably some children will not complete their work. Response will depend on how often this happens, the following points would be considered:

- Having established that the work is appropriately differentiated the child should be given a short extension to see whether the work can be completed.
- The child should be given ample opportunity to discuss the work with the class teacher if there is a perceived difficulty.
- Praise should be given for completed tasks irrespective of whether the work is “right”.
- Where there is persistent non-compliance with the policy parents should be contacted to establish their support role. Equally staff should be as positive/supportive as possible with the child and attempt to get to the bottom of the problem.
- Where there is non-compliance from a family, or where there are recognised difficulties within a home situation the child should be given the opportunity to complete work in school.

## Homework Activities

Please see Appendix A for Homework allocation by class. The tasks listed include opportunities for:

- Pre-reading activities.
- Shared and/or quiet reading.
- Spellings.
- Maths tasks related to current or future learning
- Times tables.
- Information retrieval.
- Enquiry tasks.

- Investigations.
- Cross-curricular projects.

### **Monitoring and Evaluating**

- Homework will be part of the school monitoring cycle which includes planning scrutinies, lesson observations, pupil interviews, book scrutiny and environment.
- The policy will be reviewed with staff, parents (through the school website) and governors being part of the process.

<b>Appendix A</b> <b>Homework by Class</b>
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<b>Year</b>	<b>Daily Tasks</b>	<b>Weekly Tasks</b>	<b>Half Termly Tasks</b>
Mulberry Tree	Reading	Phonics & Spelling Discovery Boxes incl Maths	Extended Homework Task from Topic Grid – 1 per half term
Apple Tree	Reading	Spellings Times tables Maths Task	Extended Homework Task from Topic Grid – 1 per half term
Cherry Tree	Reading	Spellings Times tables Maths Task	Extended Homework Task from Topic Grid – 2 per half term
Horse Chestnut Tree	Reading	Spellings Times tables Maths Task	Extended Homework Task from Topic Grid – 3 per half term
Oak Tree	Reading	Spellings Times tables Maths Task	Extended Homework Task from Topic Grid – 1 per week or 2 week project

Reviewed by C Prior – **September 2017**

Review date – **September 2020**

