



Homework Policy

1 Introduction

- 1.1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

2 Rationale for homework

- 2.1 Homework is a very important part of a child's education, and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper *Excellence in Schools*, where homework was described as 'an essential part of good education'. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

3 Aims and objectives

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote cooperation between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
 - to help children develop good work habits for the future.

4 Types of homework

- 4.1 Staff and pupils regard homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.

Pegasus Academy Trust - Homework Policy

4.2 We set a variety of homework activities. These can be separated into **on-going** homework activities and **specific** pieces related to work being studied in class.

4.3 **On-going** homework might include spellings, (and or) handwriting, and reading. We set this homework routinely, and we expect the children to consolidate and reinforce the learning done in school through practice at home. Marks are recorded in the teachers mark book and may form the basis of comments in the 'Homework' section in the child's report to parents. The schemes we use are outlined below:

	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
Reading	Daily reading (approximately 10 minutes per day) choice from class library	Daily reading (approximately 10 minutes per day) choice from class library	Literacy	Grammar, vocabulary or comprehension activity as required. Half termly spelling list for reinforcement.	Grammar, vocabulary or comprehension activity as required. Half termly spelling list for reinforcement.	Grammar, vocabulary or comprehension activity as required. Half termly spelling list for reinforcement.	Grammar, vocabulary or SATs comprehension activity as required. SATs spelling list for revision.
			Numeracy	1000 points on 'Mathletics'. Occasional practice sheets.	1000 points on 'Mathletics'. Occasional practice sheets.	1000 points on 'Mathletics'. Occasional practice sheets.	1000 points on 'Mathletics'. SATs practice & revision sheets.
			Science	As required (including completion of unfinished work).	As required (including completion of unfinished work).	As required (including completion of unfinished work).	Specific core revision topics.
Other homework	Completion of one piece of homework related to work covered in the class that week. 20 spellings from year 1 /2 list to be sent home half termly to reinforce at home. Some children will still be working from the reception key word list.	Completion of one piece of English homework and one maths related activity. 20 spellings from year 1 /2 list to be sent home half termly to reinforce at home. Some children will still be working from the reception key word list.	Reading	Daily reading and recording in reading diary from a choice of class readers.	Daily reading and recording in reading diary from a choice of class readers.	Daily reading and recording in reading diary from a choice of class readers.	Daily reading and recording in reading diary from a choice of class readers.
			Thematic curriculum	Completion of work or research as required.	Completion of work or research as required.	Completion of work or research as required.	Completion of work or research as required.

- 4.4** Examples of **specific** work would include asking children to find and collect things that we then use in science lessons and independent research activities (for instance on an aspect of Tudor life). Occasionally we may ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet and CD-ROMs. We also set homework as a means of helping the children to revise for examinations, as well as to ensure that prior learning has been understood
- 4.5** Homework is assessed according to the general school quality policy, although pupils are allowed to 'swap and mark' books together in the higher year groups. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.
- 4.6** We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

5 Amount of homework and timescales

- 5.1** As they move through the school, we increase the amount of homework that we give the children. Children in nursery and reception are expected to participate in a daily reading session of approximately 10 minutes. We expect children in Years 1 and 2 to spend approximately 80 minutes per week completing homework including reading. We expect children in Years 3 and 4 to spend approximately 15–20 minutes per night on homework, and children in Years 5 and 6 to spend approximately 30 minutes per night. This is in line with the DfES guidelines that were issued in 1998.
- 5.2** In Key Stage 2 we give all our pupils a diary where the homework is recorded, either by them, or by the teacher, or by the teaching assistant (TA), and where parents and teachers make any relevant comments. In the EYFS and Key Stage 1 we give all our pupils a Reading Diary where every week the teacher will make a comment about the child's reading and the parent is encouraged to record which book their child brings home to share and can make a comment if they wish.
- 5.3** Reading and spellings are ongoing homework and should be practised each night. Specific homework is set on a Friday and should be completed by the following Wednesday. This gives the opportunity for children who have not understood any part of the work set to seek clarification on Monday or Tuesday. Work not completed by Wednesday is noted in the teacher's mark book to inform the comment in the child's annual report.

6 Differentiation and extension work for the more able

- 6.1** Homework is set at 2 or 3 levels. The level that is set is dependent on ability testing - often the QCA optional end of year SATs. Pupils may well move between groups within a given academic year.

7 Inclusion and homework

- 7.1** We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When

setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

8 The role of parents

- 8.1** Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. One of the points on our mission statement 'Pegasus people' encourages children to 'strive to be independent learners' and we hope this extends to homework too. We ask that parents encourage their children to 'have a go' before helping them. If children need to do more than one draft of their homework then this is acceptable but we ask that parents return all drafts to school. Parents should provide children with the sort of environment that allows children to do their best. They can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- 8.2** We ask parents to check the home-school diary at least once a week, and to sign it as requested. Parents of younger children often sign the home-school Reading Diary on a daily basis as they share books with their child.
- 8.3** If parents have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Head of School. Finally, if they wish to make a complaint about the school homework policy, or the way it is implemented, parents should contact the Local Governing Body.

9 Use of ICT

- 9.1** The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.
- 9.2** There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents are advised always to supervise their child's access to the Internet.
- 9.3** Some of the most important educational software we use in the Academy Trust can be bought by parents on a home-user licence. This ensures that children are using age-appropriate software in their work at home. Each school will supply interested parents with details as requested.
- 9.4** We discourage children from bringing computer disks and USB sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school.
- 9.5 Website.** The website for the entire Academy Trust is at www.pegasusacademytrust.org. By going to the 'Pupils' section and then using the links on the left hand side you can navigate your way to information about

any particular year group. The 'What we are learning this year' section allows parents to tailor any trips that they might be considering and their child's reading material to the themes that the children are taking part in over the year.

10 Monitoring and review

- 10.1** It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our Headteacher a report on the way homework is organised in our school.
- 10.2** This policy will be reviewed in three years, or earlier if necessary.

Signed:

Date: