**FINSTALL FIRST SCHOOL**

### HOMEWORK POLICY

PERSON RESPONSIBLE: HEAD TEACHER

**Rationale**

Homework enhances learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. The Education Endowment Foundation (EEF) has collated all research conducted in education on homework and suggests homework to be an effective tool in ensuring students make progress throughout their education.

**Aims**

We continually strive to achieve our Vision Statement, “Learning Together, Preparing for Life,” by aiming

* To ensure that parents are clear about what their child is expected to do.
* To ensure consistency of approach throughout the school.
* To use homework as a tool to help continue to raise standards of attainment.
* To consolidate and extend work covered in class or prepare for new learning activities.
* To practise or consolidate basic skills and knowledge, especially in Maths and English.
* To develop research skills.
* To improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
* To provide opportunities for parents, children and the school to work together in partnership in relation to children’s learning.
* To encourage pupils and their parents to share and enjoy learning experiences.
* Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
* To prepare Year 4 pupils for the transfer to Middle School.

**Minimum Expectations**

Below are the minimum expectations with regard to homework. This is the minimum amount we would expect of all children and staff are perfectly happy with children who satisfy these expectations.

Year R

Reading to / with parents – 3 times / week for 5 – 10 minutes

Year 1

Reading to parents – at least 3 times / week for 5 – 10 minutes

One homework / week (English, Maths or Topic related) for 15 minutes

In the Summer term, one set of spellings to learn each week

Year 2

Reading to parents – at least 3 times / week for 5 - 10 minutes

One set of spellings to learn each week

One set of number bonds or times-table to learn each week

One homework / week (English, Maths or Topic related) for 20 minutes

Year 3

Reading to parents – at least 3 times / week for 10 - 15 minutes

One set of spellings to learn each week

One set of number bonds or times table to learn each week

One Maths homework / week for 20 - 30 minutes each

One English or Topic related homework for 20 – 30 minutes / week

Year 4

Reading to parents – at least 3 times / week for 10 - 15 minutes

One set of spellings to learn each week

One times table to learn each week

One Maths homework / week for 20 - 30 minutes each

One English or Topic related homework for 20 – 30 minutes / week

Reading

Whether a child reads for the minimum or maximum time with parents will depend on how much they are enjoying the experience, which will also be related to the level of difficulty of the passage being read. We would not want this experience to be an ordeal for the child or the parents and, if it becomes so too regularly, parents should stop the session and arrange to discuss this problem with their child’s class teacher.

Projects

Occasionally, children will be asked to complete a project, on a theme of their own choice, related to a topic they have been studying in school. Such projects will replace a set number of standard homework blocks and the minimum expectation is that the completed project is representative of the amount of time allocated. For example, Year 3 might set a project to cover two blocks of homework (each of 30 minutes) before a half term holiday and one homework after a half term holiday. In this case, the homework should represent at least 1 ½ hours of effort for each pupil. Children can complete the projects in a very simple style or they can be as creative as they wish.

Some children prefer to organise themselves so that they do not have to do homework over a half term holiday. Other children, and their families, prefer to do something related to the project over the half term holiday and complete it then. This is purely down to each individual pupil and is an issue of personal organisation, which is an important life skill in itself. However, the allocated homework blocks should provide enough time to complete a project so that there is no expectation that children should have to work through a holiday.

Children in Years 1 and 2 generally do one or two projects / year whilst children in Years 3 and 4 produce at least three projects / year.

Optional Homework tasks

Additionally, children in all year groups are sometimes set “Optional Homework,” as often quite a number of parents feel that their children need more homework. This provides children with the chance to extend their learning further but is not compulsory and staff will always make this clear when setting such homework. Online activities such as ‘Education City’ and ‘Sum Dog’ also provide children with the chance to consolidate and extend their learning at home but are completely optional.

Similarly, the project style homework tasks allow children and parents the freedom to extend their learning and a wide variety of skills as children are allowed to produce their projects in whatever form they would like and spend as long as they would like on them.

Staff are very happy to accept work which represents the minimum expectations for a pupil, but we will not discourage children and parents who wish to spend longer on such tasks.

It is our aim to produce motivated, enthusiastic, independent and confident learners and if children are choosing to spend longer on such homework tasks than they have to, it would suggest that they are enjoying this style of learning and that we are, therefore, achieving our aim.

**Responsibilities**

**The role of the Class Teacher is:**

1. To set homework at an appropriate level for each child.

2. To provide the resources for homework where necessary.

3. To give full and comprehensive instructions.

4. To set clear deadlines for completed work and ensure that they are met.

5. To ensure that pupils get feedback on homework

6. To provide help and support to ensure students can complete tasks.

7. To engage with parents should any problems arise.

8. To inform Senior Leaders, as appropriate, when problems arise.

**The role of the pupil is:**

1. To listen to homework instructions in class.

2. To ask the teacher for assistance prior to the deadline if there are any issues with the homework, especially if they are unsure of what to do.

3. To ensure that homework is completed and handed in to meet the deadline.

4. To attempt all work and give their best.

**The role of Senior Leaders is:**

1. To seek to enhance the quality of homework set.

2. To monitor and evaluate the homework policy including:

a. That appropriate homework is set, according to the expectations of this policy.

b. Ensuring that rewards for successful completion of homework are in line with this policy.

c. Ensuring that consequences for unsatisfactory work / non-completion of work are in line with the School’s Behaviour policy.

**The role of the Parent / Carer** is crucial if a student is to gain success from homework. Parents / Carers are expected to:

1. Reinforce its value through positive feedback

2. Encourage their children to complete homework tasks and attempt to give them the confidence to persevere, work hard and achieve high standards.

3. Provide children with an appropriate, quiet place to work.

4. Checking the time spent on individual tasks.

5. Checking presentation and content of all homework being returned to School.

6. Providing the Class teacher with information about any problems experienced by their child during the homework task. In the first instance, this should be done through the Communication Book.

**Rewards**

High quality homework and a good work ethos should be sensitively praised in class, including moving children up the Class Reward Board, especially for good effort. House Tokens, Stickers, etc. may also be provided.

Where appropriate, homework should be included in display work.

For exceptional effort, children may be asked to show their work to Senior Leaders, who will also provide, for example, “Head Teacher’s Award” stickers. Pupils may also be given a Merit Certificate at Weekly Celebration Assemblies.

**Consequences**

It is an expectation that all pupils WILL complete the homework set for them.

When homework is not completed, teachers should initially ensure the pupil has been provided with an appropriate task. If this is the case and the pupil has not completed the task:

1. Teachers will expect to receive a good reason as to why the homework has not been done. Staff may then set a new deadline for when the task is now due to be returned.
2. If a good reason is not provided, the pupil’s name may be moved down the Reward Board and the pupil will have to complete the homework task during break or lunch time.
3. If a pupil repeatedly fails to hand in homework, a meeting will be called with parents to discuss the issue.
4. Should this lead to no improvement, this will be dealt with under the School’s Behaviour Policy resulting in further rewards being denied / additional consequences applied.

This policy was approved by the full Governing Body on 6th October 2021

This policy will be reviewed in October 2022

Governor responsible: Julie Sadler