



**Last review: October 2015**

**Next Review: October 2016**

**Staff responsible: Jacqui Spinks and Sam Dunn**

## **Homework Policy 2015**

### **Aims of Policy**

- To provide a clear definition of the purpose and nature of homework at St Alphege.
- To identify our shared views of good practice.
- To establish how homework will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

### **Good practice:**

At St Alphege, we believe that the following principles reflect good practice:-

- Further develop our links with parents/carers.
- Help parents/carers to understand more clearly what their children are learning in school.
- Teach children a valuable life skill and develop good work habits for Junior and Secondary school life.
- Give children the opportunity to practise and consolidate their learning, particularly in literacy and numeracy.
- Increase pupils' self esteem and understanding that their achievements are valued by both home and school.
- Extend school learning.
- Help to raise children's achievement.

### **As a school we:**

- Discuss and explain homework to parents/carers at our Autumn Curriculum Information meetings.
- Ensure that children and parents/carers are very clear about what they need to do to support home learning for their child.
- Work in partnership with parents/carers.
- Ensure tasks are carefully planned and structured to support progression in learning.
- Ensure children receive prompt, clear feedback on their work and encourage feedback from parents/carers.
- Ensure there is a team approach to ensure consistent practice.
- Regularly monitor and evaluate homework policies to check that they support children's learning in the best possible way.
- Differentiate homework to match the needs of pupils.



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- Have due regard for children with special educational needs ensuring that each individual child is provided with appropriate tasks and activities to complete at home

## Range of Activities

- A variety of tasks are used to meet planned learning objectives. These can include:
- Speaking and listening activities
- Reading
- Spelling and word investigations
- Book reviews
- Reading comprehension
- Independent research
- Practical maths investigations
- Collecting items linked to a theme
- Skills practice across a range of areas
- Educational games

## Organisation

Progression is planned from Reception to the end of Key Stage One through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.

In Reception, children are expected to complete a daily task or activity linked to the Early Years curriculum, which lasts for around 10 minutes. This will include reading for pleasure, reading scheme books together, phonics and problem solving.

In Year One, children are expected to continue building skills through reading with an adult for around 10 minutes each day and complete an English and maths task once a week based on the class curriculum.

In Year Two, children are expected to read with an adult for around 15 minutes a day and practise their weekly spellings each day. In addition they complete two 20 minute tasks per week.

## Roles and Responsibilities

**Class teachers** will plan purposeful activities with clear learning intentions, which are linked to the curriculum content. They will respond to children's efforts, providing encouragement and reward.

**Parents** have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for its completion.

**Children** are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

## Responding to children and ensuring that homework is completed

In Reception, children are verbally rewarded for completion of tasks, with stickers given. If there are problems completing activities, parents are encouraged to discuss this with teachers.



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In KS1, children are also rewarded with stickers and given frequent encouragement. Good examples of completed recorded tasks are shared with the class. Records are kept of work completed and tasks may be used to form display. Any problems arising are discussed with parents.

## **Special arrangements**

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge.

## **Monitoring and Evaluation**

In order to ensure that the policy directly contributes to the quality of teaching and learning the provision of homework will be regularly monitored. A sample of home learning activities will be reviewed by the Senior Leadership Team (SLT) annually as part of the school's self evaluation process. In addition, the scrutiny of homework samples will form part of curriculum leader's monitoring responsibilities at the allocated phase of the School Improvement Plan.