




Policy	Homework Policy
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Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the academy. Homework encompasses a variety of activities instigated by teachers and facilitated by parents to support children's learning.

Rationale for homework

Homework is an 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 seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents/carers and teachers in encouraging them to learn at school and consolidate/reinforce their learning at home. We see homework as an important way of establishing a successful dialogue between teachers and parents/carers. One of the aims of our academy is for children to develop as independent learners and we believe that homework is one of the ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment and gives them opportunities to practise key skills. 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 wide range of out-of-school clubs and organisations that play an important part in the lives of many children. Children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims and objectives

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 a partnership between home and school in supporting each child's learning;
- to consolidate and reinforce learning and to allow children to practice skills taught in lessons;
- to enable children to celebrate and share their learning with parents and carers;
- to help children develop good work habits for the future.

Types of homework

We set a variety of homework activities.

In the Foundation Stage children are asked to write/draw/mark make either based on the new sounds of that week or based on the genre of writing covered. Children are to read to their 'reading bear' and adult at least three times a week. In addition, they would have a piece of maths, again, linked to the learning of that week. They are usually open-ended tasks so everyone can access it. For example, draw, label or write about what you would put in your treasure chest and what shapes you see around your house. This will be shared weekly via dojo and knowledge organisers are available on the website.

In Key Stage 1 and 2 we encourage the children to read regularly with their parents/carers or on their own. We give guidance on our website to parents/carers to help them achieve the maximum benefit from this time spent reading with their child. We also ask them to learn spellings and key maths skills as part of their homework. Children need to learn the key information and vocabulary from the knowledge organisers which are shared on the website.

Homework will be shared weekly via Dojo as set activities on the child's portfolio. Knowledge organisers will be on the website and children will bring reading books and diaries home daily. In addition, years 5 and 6 will bring homework books with set tasks to complete. There will be an after-school homework club for years 5 and 6 where they can benefit from adult support.

On occasion, a teacher may set additional tasks. This could be near an assessment period, or based on how learning has progressed during the week.

We will encourage and reward children who complete their homework. Parents/carers are to mark activities as complete and/or upload to a child's Dojo portfolio (please obscure any faces). Work is acknowledged by being approved. Dojo points may be awarded for completing activities.

We give all the children reading diaries, where parents/carers can record relevant comments and log their child's reading.



Pupils with special educational needs

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. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

The role of parents/carers

Parents/carers 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. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents/carers 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.

If parents/carers have any problems or 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 Principal. Finally, if they wish to make a complaint about the Academy Homework Policy or the way it is implemented, parents should follow the academy's complaint procedures.

Monitoring and review arrangements

This policy will be reviewed every year by the Principal. At every review, the policy will be shared with the Academy Council for approval.