**Churchill Primary School**

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**HOMEWORK POLICY**

**March 2020**

**AIMS OF POLICY**

* To provide a clear definition of the purpose and nature of homework at Churchill Primary School.
* 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.

**DEFINITION**

At Churchill Primary School we view homework as being a supported or independent task (depending on the child and nature of the task) undertaken outside of curriculum time which reinforces, extends or enriches current learning.

**PURPOSE**

The purpose of homework at Churchill Primary School is to provide opportunities for parents to be involved in their child’s learning and monitor their progress. It enables children to practise and consolidate skills and aims to broaden the context of learning as well provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

**RANGE OF HOMEWORK ACTIVITIES**

A variety of tasks are used to meet planned learning objectives. These can include:

* Talking and listening activities
* Reading and reading log (P3-7)
* Spelling and word investigations (Linguistic Phonics)
* Book reviews
* Reading comprehension
* Independent research
* Practical maths investigations
* Collecting items linked to a theme
* Skills practice across a range of areas
* Data collection
* Educational games
* Music and art activities

The nature and amount of work to be completed at home will depend on the age and ability of the child. All homework tasks and activities will have a clear purpose and assist pupils in the progress of their academic development. All written homework and Linguistic Phonics homework will be given on Monday for the week.

**FOUNDATION STAGE (YEAR 1 & 2)**

* **Daily activities Monday – Thursday:**
* High frequency words
* Reading books (dependent on reading readiness)
* One Literacy and one Numeracy activity (hand in on Thursday)
* Year 2 (Term 1b) - Linguistic phonics/spelling-related activities
* Year 2 (Term 2) – Number facts

It is anticipated that Foundation Stage homework should not take longer than 15-20 minutes to complete per night.

**KEY STAGE 1 (YEAR 3 & 4)**

* **Daily activities Monday – Thursday:**
* Linguistic phonics/spellings activity (hand in on Friday)
* Number facts
* Reading
* Reading log - P3 –terms 2 & 3 (hand in on Thursday)
* One Literacy and one Numeracy activity (hand in on Thursday)

It is anticipated that KS1 homework should not take longer than 30 minutes to complete.

**KEY STAGE 2 (YEARS 5, 6 AND 7)**

* **Daily activities Monday - Thursday:**
* Linguistic phonics/spellings activity (hand in on Friday)
* Number facts
* Reading
* Reading log (hand in on Thursday)
* One Literacy and one Numeracy activity (hand in on Thursday)

It is anticipated that KS2 homework should not take longer than 45 minutes to complete.

Class teachers will decide if it is acceptable to word process a piece of homework. Generally homework is expected to be handwritten by the child and of a good standard of presentation.

**PUPILS WHO ARE ABSENT**

If a child is absent due to illness, homework will be sent home with a sibling and it is at the discretion of the parent whether or not the child is able to complete it.

If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what homework should be completed, how it should be marked and what sort of support is required to help the pupil. This will be done in consultation with the principal.

If a child is being withdrawn from school for a family holiday, the class teacher will prepare reading, Linguistic phonics and number facts (where applicable) upon request from parents.

**ROLE OF THE CLASS TEACHER**

* To provide an explanation of homework tasks to parents when necessary and give guidance on how they might assist their child.
* To set regular homework in an easily followed routine.
* To ensure that homework is set consistently across classes.
* To ensure any homework is purposeful and links directly to the curriculum being taught.
* To reward and praise children who complete homework tasks to the best of their ability.
* To mark homework when necessary and give feedback to pupils.

**ROLE OF THE PRINCIPAL AND THE GOVERNORS**

* To check compliance of the Policy.
* To meet and talk with parents when appropriate.
* To discuss with staff how far the policy is being successfully implemented.
* To inform new parents so that they are aware of the policy and what it entails.

**ROLE OF THE PARENTS/CARERS**

* To make it clear that they value homework and they support the school by explaining how it can help learning.
* To support the school by ensuring that his/her child attempts the homework.
* To provide a suitable place for their child to carry out their homework i.e. at a table in a quiet space.
* To become actively involved and support their child with homework activities i.e. listening to reading and asking questions about the reading; checking that spellings and mental maths facts have been learned and checking written homework to ensure neatness and completion.
* To encourage and praise their child when they have completed their homework.
* To sign the homework when it is completed (this does not mean that the teacher expects the work to be corrected. Signing is seen as an indication that the parent is happy with their child’s effort).
* To provide a written explanation to the class teacher if, for any reason, your child is unable to complete a homework.

At Churchill Primary School we expect parents to support and help their children with homework. Parents are requested to inform the teacher of any difficulties which the child may experience in completing the homework.

We have provided some guidance to support parents with their child’s homework [Appendix 1]. If a parent is unsure about what their role should be, they should discuss it with their child’s teacher.

**ROLE OF THE CHILD**

• To ensure they have everything they need to complete homework each week.

• To make sure they understand the tasks that have been set.

• To complete homework with the same level of effort as would be expected in class.

• To hand the homework in on time.

• To take on board any feedback.

While we support the role of parents/carers we still expect your child to complete their homework as independently as possible. As children move into Key Stage Two, they are expected to take increasing responsibility themselves for the completion of their homework but they should still be signed by a parent/carer.

**COMPLETION OF HOMEWORK**

* If you are dissatisfied with your child’s written work, have it repeated but do not tear out or cross out the original effort.
* If your child is having particular difficulties, do not supply the answers, rather make a note on the page and the teacher will deal with the problem.
* If for any reason your child is unable to complete a homework because of another commitment, missing book etc. please send a written explanation to the class teacher. In such circumstances, the teacher will decide the appropriate course of action.

**QUERIES ABOUT HOMEWORK**

If your child has a problem completing the homework or you have any questions, please telephone, call in and see the class teacher after school or write a note in their homework book. We will do all that we can to resolve the problem. Your support in the process is vital for children’s success in developing self-study skills as they move on up through the school.

**RACIAL EQUALITY & EQUAL OPPORTUNITIES**

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Churchill Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

**MONITORING AND EVALUATION OF HOMEWORK POLICY**

In order to ensure that our Homework Policy directly contributes to the quality of teaching and learning, the provision of homework will be regularly monitored.

Parents will also be given opportunities to share their views with teachers at parent consultations and other occasions as appropriate e.g. parent questionnaires and evaluations.

This policy was developed with input from pupils, staff and parent consultation (SDP Parent and pupil Questionnaires June 2019).

**Advice for Parents – Learning at Home**



**Do** – give lots of encouragement, praise and ensure your child gives of their best.

**Do** – show interest and talk to your child about their learning

**Do** – share stories, poems and books together

**Do** – jointly decide where and when homework should be done

**Do** – relax and enjoy this quality time of sharing the learning

**Don’t** – show anxiety or impatience

**Don’t** – do the work yourself. Leave ownership with your child

**Don’t** – hesitate to ask the teacher for help if you’re unsure

**Don’t** – pressurise your child or overdo the session