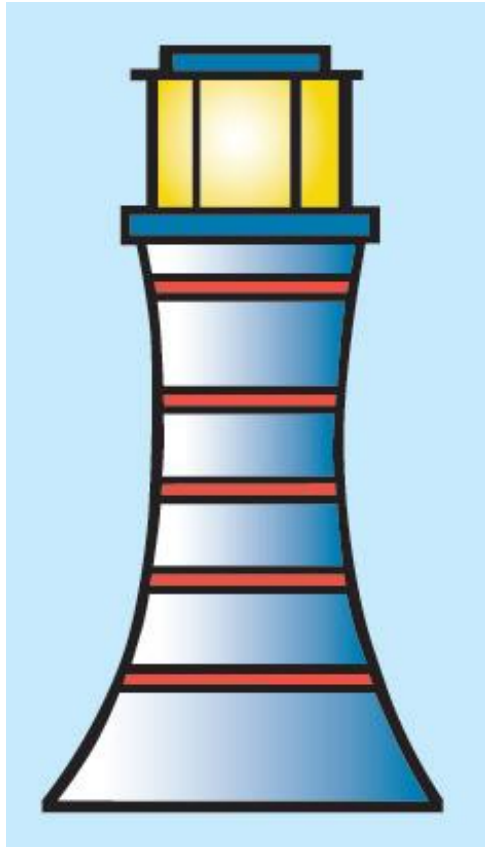


AUSTHORPE PRIMARY SCHOOL



HOMEWORK POLICY

Reviewed: September 2020

“Education is not the filling of a pail, but the lighting of a fire.”

W.B. Yeats

The school policy for homework was developed and agreed by the whole staff in consultation with parents and pupils and has full agreement of the Governing Board.

1. Our Aims

- Ensure that parents are clear about expectations for all children
- Ensure consistency of approach throughout the school
- To use homework as tool to help continue and reflect on learning within school
- Improve the quality of the learning experience
- Extend learning to beyond the school-based environment
- Provide opportunities for parents and carers to understand the nature of learning within school
- Encourage the enjoyment of sharing learning
- Reflect upon basic skills and knowledge across the curriculum
- Embed a resilient and reflective approach to learning in all pupils

2. The Nature of Homework

Homework should be a reflection of the wide range of learning experiences available to children each day in school. It should help each child explain their learning to parents and carers. It should be in the form of useful learning exercises. It should not be based upon worksheets that repeat tasks already completed within school.

Homework changes throughout school. As children grow as learners they will require less scaffolding and support to complete homework, therefore instructions may become increasingly brief.

Homework will not always take the form of a written task as it may also include research tasks, interviews, art projects, investigations or learning poems, songs or scripts.

Homework should not cause undue stress to any child, parent or carer. Time has been allocated for each class to have access to the Computer Suite for half an hour each week (Lunchtime Club) for children to use school facilities to complete any tasks they cannot complete at home.

3. Recommended Time Allocation

There is no set time allocated for homework each day. Tasks can take different amounts of time for different children. It is recommended that children spend no more than an average of 30 minutes to one hour each day.

Homework time can include Learning Logs, spelling investigations, reading, times tables and curriculum tasks.

Learning Logs may be set on bi-weekly basis, where appropriate. These will be open-ended tasks based on curriculum topics. Tasks may be completed in the Learning Log book, as a 3-D model, as a picture/poster or on a computer.

Spelling investigations will be based on a weekly spelling rule. Children may be asked to explore rules, find or use vocabulary.

Pre-readers will not be given a reading book as they are still learning basic phonics to make reading accessible. We encourage pre-readers being read to every night to enable them to get used books and reading.

Readers on the reading scheme will be given up to two books each week. In Reception to Year 4 our reading scheme children will have a Reading Diary. This needs to be completed by an adult to indicate their progress in reading each week.

Readers who are no longer on the reading scheme will bring a book home from the wide range of books in the class library. These books, by their very nature, may take longer than one week to read. Children who are no longer on the reading scheme should continue to read every day. They can continue to read to parents and carers, or they may discuss the content of their reading book.

Children will also have a Homework Journal. This book can be used for curriculum homework tasks and reflections on current learning.

4. Role of the Class Teacher

- Explain each homework task to children
- Providing appropriate support, stimulus and resources
- Giving a reasonable time frame and completion date
- Giving feedback

5. Role of the Head Teacher and Governing Board

- Check compliance to the policy
- Discuss policy with staff and pupils
- Inform new parents of the school policy

6. Role of Parents/Carers

- Support pupils and school by encouraging children to attempt all homework tasks – including reading
- Provide a suitable place for a child to complete homework
- Informing class teacher when a child needs support in school

As a school, we encourage parents and carers to become involved with children's homework. Parents should be able to decide the correct amount of support and encouragement a child needs for each homework task.

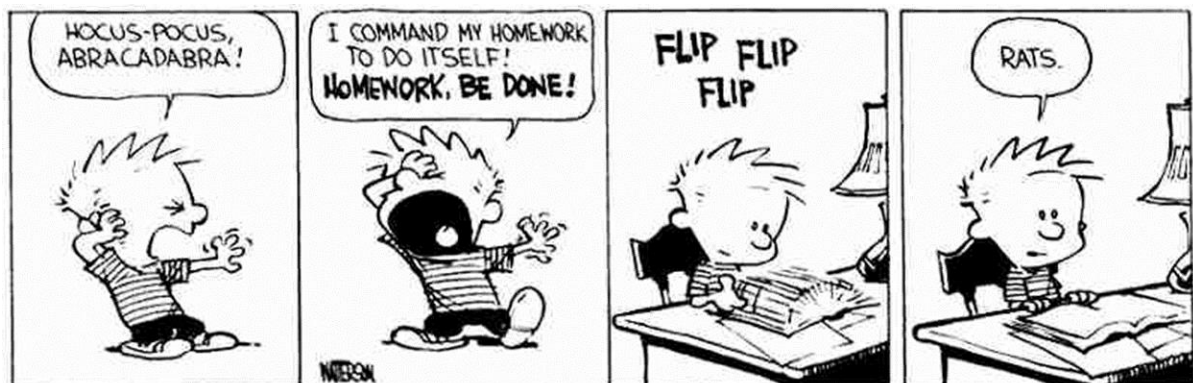
Homework will not be provided for children while they are on holiday in term time.

7. Inclusion

The provision of homework takes account of the different experiences, strengths and interests of the children to maintain entitlement and ensure equality of opportunity. Teachers vary the contexts, resources and teaching and learning styles and use a variety of strategies to overcome barriers to learning. Expectations and learning objectives are modified to take account of the different learning needs of boys and girls; the needs of children from different social and cultural backgrounds; the needs of children who need support with communication, language or literacy difficulties; the needs of children with physical disability; the needs of children with emotional and behavioural difficulties and the needs of more able children.

8. Equal Opportunities

The Governing Board and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right learning environment, which dispels ignorance, prejudice or stereotyping.



Calvin and Hobbes, Bill Waterson

APPENDIX

Learning Journal

The purpose of the Learning Journal is to allow pupils to reflect on the learning they have experienced recently in school.

Tasks may be set by class teachers to allow pupils the opportunity to demonstrate their learning to parents and carers at home. These may include the opportunity to explain methods, knowledge and skills they have been taught in class.

Parents and carers are asked to take an active role in their child's reflection and include a comment or response for each Learning Journal homework that has been set.

L.I.	Date set: Date due:
Pupil response/task:	
Parents/Carer response:	
Teacher response:	