

Clee Hill Community Academy

Homework Policy



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The Homework Policy has been reviewed in the light of comments retrieved from parental questionnaires and following staff consultation.

Introduction

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

Rationale for homework

Homework is an important part of a child's education and can add much to a child's development. We see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, 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 activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside 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 cooperation between home and school in supporting each child's learning;

- to enable some aspects of the curriculum to be further explored independently;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

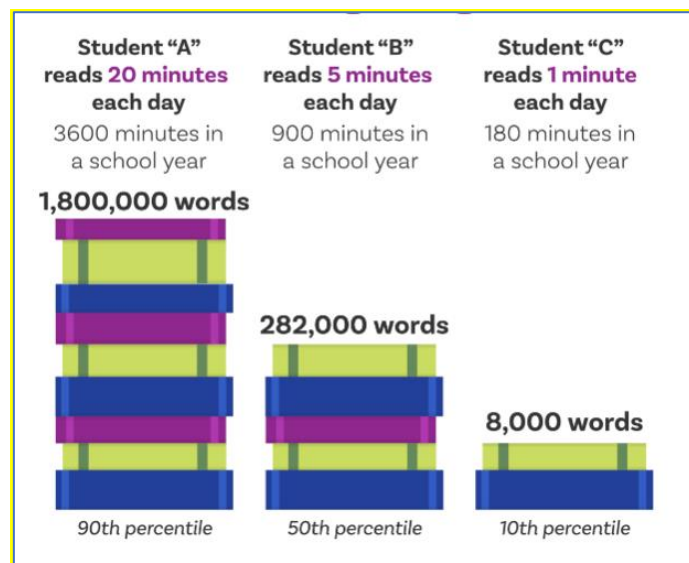
Types of homework

Staff and pupils regard homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.

Home reading

Reading expectations are consistent throughout the school. Pupils should *aim to read every night* but are *expected to read at least 5 times a week*. Parents are encouraged to read to their child from an early age, sign their reading diary and discuss any new vocabulary together.

At Clee Hill, we are responsible readers. School pledge that we will be responsible for reading to children for at least 10 minutes a day. We also want children to be responsible readers and read for at least 10 minutes a day at home. Evidence shows that 20 minutes a day of reading has a massive impact on children's learning.



We acknowledge that it is the job of school staff to teach a child to read however the best readers will also be reading in the home environment.

Home reading is valued and rewarded. When children read at home, they collect reading miles, which enable them to travel to a country every half term where reading is celebrated with creative activities. On reading mile days, children can dress up in the colour of the countries flags and bring in reading material from home for Drop Everything And Read sessions.



Reading at home should be an enjoyable time for both parents and children.

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>



Reading is a fundamental skill and children should be encouraged to read a wide range of reading material to help develop a wide and varied vocabulary. It is important to read to children as well as hear them read. There is no requirement to rush through a reading scheme or only read a reading scheme book. It is far more important that children develop a love of reading and are fully developing their comprehension skills in addition to decoding as they progress with reading.

The EYFS

In the nursery, we encourage parents to talk to their child about their day to develop their vocabulary. Photos from EYLOG can prompt discussions about what they have learnt. Singing songs and rhymes and sharing a book together every day can establish a good routine of home/ school links. In class 1, the children have a reading book and reading diary and we expect parents to hear their child read at least 5 times a week. We understand that children can be tired when they first start school so it might be just a couple of pages or reading something to their child instead. Sound books are also sent home to practise the sounds which are learnt in phonics sessions too. There is advice to support parents with phonics on the school website, under supporting your child, and at phonics workshops too.

KS1

Similarly to the EYFS, we ask that parents listen to their children read at least five times a week. We also believe that parents should read books to their child. Sharing books is just as valuable in aiding a child's progress in reading as is your child reading to you or to their teachers. In addition,

KS1 pupils will be given either a weekly literacy or maths activity. We also encourage parents to help with practical activities too. Weighing cooking, handling real money and familiarising children with measures are of great value. Sometimes, homework is for children to talk about a topic at home prior to studying it in school. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet. Investigations are offered to children to further support class work.

KS2

In Key Stage 2, we continue to give children the sort of homework activities outlined for Key Stage 1 including reading 5 times a week but we expect them to do more tasks independently. Children will generally have one piece of Maths or Literacy based task every week in class 3, and 2-3 pieces of work in class 4 and class 5.

Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time. We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

Amount of homework

As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week on home activities, and this may well include reading with a parent. We encourage children in Years 3 and 4 to spend approximately one and a half hours on homework type activities per week, and children in Years 5 and 6 to spend approximately two hours a week.

Inclusion and homework

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, and we endeavour to adapt any task set so that all children can contribute in a positive way. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

The role of parents and carers

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and 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. Ideally parents should read with their children every day to help them develop a love of books and stories and help them to grow in confidence. We ask parents and carers to sign their child's Reading Record to show that they have heard their child read and discussed their books with them on at least five occasions during each week. If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher (Class dojo). Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents or carers should contact the Head (Mrs Little) and, should concerns still remain, the governing body.

Use of ICT

A copy of the school's E-Safety policy is available from the school office and may also be found on the school website. The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet. The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by copying, pasting and printing out something that has been written by somebody else. There are many websites containing highly educational material which can have a powerful effect on children's learning. We also make use of the 'Purple Mash' computer programme at school and at home. We discourage children from bringing computer disks or memory sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school.

Monitoring and review

Our homework policy is reviewed every three years by the Headteacher in consultation with teaching staff.