

FEDERATION OF ST. NICHOLAS C OF E MIDDLE SCHOOL, PINVIN, AND
PINVIN C OF E FIRST SCHOOL



POLICY ON HOMEWORK

TL06

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Chair of Governors signature.....

Headteachers signature.....

The Pinvin Federation: Homework policy

Introduction

The Federation believes that in order for our pupils to attain the highest possible educational standards (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and school. Homework is considered a valuable element of the teaching and learning process and has our curriculum policy at its core. Along with the pupils' work, teacher observations and formative and summative diagnostics, homework provides an overall picture of a pupil's progress and development as they move through the Federation. The homework that is set is underpinned by our vision statement:

'Set in the context of our Christian Foundation, the Pinvin Federation of St. Nicholas Church of England Middle School, Pinvin and Pinvin Church of England First School is committed to providing excellence in education, where everyone has the opportunity to develop a love of life-long learning. Our aim is for all to have the opportunity to excel and that through a strong sense of team and community we can achieve together'

We expect our pupils to be:

- *Confident and enthusiastic*
- *Independent*
- *Creative thinkers*
- *Hard working*
- *Caring towards each other*
- *The future*

We expect our staff to:

- *Be a role model for our pupils*
- *Be professional in approach*
- *Have high expectations*
- *Enjoy learning themselves*
- *Be supportive and encouraging*
- *Make education fun*

We expect our stakeholders to:

- *Be supportive of our Christian values*
- *Partners in improving learning*
- *Committed to making the Federation a leading establishment of education*

Rationale

We believe that an enjoyable, organised, clear and consistent homework programme gives our children the skills and self-motivation that will help them become confident life-long, independent learners. We acknowledge the important role homework plays in developing our partnership with home, giving parents insight into our curriculum, promoting family learning and addressing the need for fluency in basic skills.

The nature of Homework

At the Pinvin Federation, we will set homework in many different forms, with different expectations and outcomes depending on the age and ability of the child. In the main, the focus of homework will be on the fundamental skills of literacy and numeracy. The following key points are at the core of the Federation strategy for the setting of homework:

- The nature and type of homework changes throughout a pupils school career
- Amount and frequency of homework should increase as a pupil gets older
- Homework should be a positive experience
- It should not cause undue stress on the pupil, family or the teacher
- It will not necessarily come in the form of a written task
- Homework should be set regularly from Foundation Stage to Year 7

Types of homework

English and Mathematics homework:

Teachers will set the following types of homework within the learning cycle:

- Pre-learning tasks (PLT): Children are expected to preview what is going to be taught next; this could include watching online video demonstrations, preparatory reading or the completion of short directed assessment tasks. Teachers can seek guidance from the Khan Academy approach.
- Skills based tasks (SBT): Homework to consolidate and reinforce basic literacy and numeracy skills taught in the classroom (these could include online activities for example My Maths or Education City tasks)
- Application of learning tasks (ALT): This will be an opportunity for the pupils to apply and demonstrate the knowledge, understanding and skills that they have acquired during a sequence of learning. Such homework tasks could include a piece of extended writing, a mathematical investigation or enrichment task.

Not all homework will require a written outcome. The type of homework will be clearly communicated to the parents so that they know what the expectations are in terms of their role in the task and the level of feedback that will be produced.

Science, Humanities and thematic homework:

Teachers will set the following types of homework:

- Research tasks: These will enable the pupils to explore an aspect of the subject to deepen their knowledge and understanding
- Application tasks: Children will have the opportunity to demonstrate and deepen their understanding of key concepts, patterns and processes

Amount of homework

We increase the amount of homework that we give the children as they move through the school.

Foundation Stage – Reception: (approximately 1hour each week)

- Daily reading (20 minutes per day)
- Phonics activities
- Other activities as appropriate

Key Stage One: – (approximately 1 hour each week)

- Daily reading

- Spellings (weekly)
- Number bonds and Multiplication tables (weekly)
- English and Maths fortnightly
- Thematic homework (at least one per half-term)

Lower Key Stage Two: - (approximately 1hour and 30 mins. each week)

- Daily reading
- Spellings (weekly)
- Number bonds and Multiplication tables (weekly)
- English and Maths fortnightly
- Thematic homework (at least one per half-term)

Upper Key Stage Two: - (approximately 2 hours each week)

- Regular reading
- English (weekly)
- Maths (weekly)
- Science (fortnightly)
- Thematic homework (twice per half-term)

Key Stage Three: - (approximately 2 hours 30 minutes each week)

- Regular reading
- English (weekly)
- Maths (weekly)
- Science (fortnightly)
- Humanities (twice per half-term)

How homework will be recorded and marked

- Pre-learning homework will not be marked but there is an expectation that the pupils comment in the learning log that this has been undertaken. The pupils will be expected to engage in a formative learning dialogue with their peers.
- Skills based homework will be acknowledged by the teacher and the outcomes will be used to inform subsequent planning
- All English application based homework will be recorded in a single English learning log. All application tasks will be marked in accordance with the school marking and feedback policy. Pupils will be given opportunities to respond to the written feedback within lesson time.
- All Maths application based homework will be recorded in a single Mathematical learning log. All application tasks will be marked in a similar way to the English. Again, pupils will be given opportunities to respond to the written feedback within lesson time.
- Science and Humanities homework will be completed in the Science and Humanities Learning Logs respectively. Teachers will mark the work in accordance with the marking and feedback policy.

The role of teachers

When teachers set homework they will ensure that:

- It is always clearly related to current areas of focus
- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- In upper KS2 and KS3 it is supported by a homework diary in which children and parents can note success and record any problems encountered.
- Time scales for completion and submission are explicit. Reading is daily but all other subject areas have a week for completion
- Work is marked as promptly as possible.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- The impact of homework upon the standards of children's attainment is monitored and included in the report to parents.
- Opportunities for the regular, formal evaluation of homework are provided for teachers, parents and children as part of the on-going consultation arrangements.
- All children will be expected to complete tasks. They will be given an opportunity to attend the daily homework support session.
- If homework is not completed then the adult responsible for setting the homework will initially invite the child to attend a homework support session and will also inform the parents of the child via the homework diary (SNMS), home liaison book (PFS), or via verbal communication depending on what is best for the family. Pupils will not receive a detention for non-compliance. If there are concerns in terms of a pupil not completing homework long term then the class teacher will liaise with the Inclusion Manager in order to support the pupil and family.
- Homework that meets basic expectations will be rewarded with a 1 (green) house point in line with the school's behaviour policy, homework that exceeds expectations will be rewarded with 2 (silver) house points or 3 (gold) house point. If homework is not completed then it will be logged as a demerit for monitoring purposes only.
- Exceptional homework will be recognised in the Friday Celebration Assembly with a year trophy for homework awarded to a pupil on a monthly basis. The trophy goes home with pupil for the month.

The role of parents and carers

Within the home school partnership parents should fulfil the following role:

- To sign a home school agreement dealing with homework.
- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.
- To provide the school with feedback as part of the on-going home school dialogue. This will be noting successes and any problems encountered as appropriate.

Parents need to discuss with their children the following questions to support the home provision of homework:

- When is it a good time to do any homework?
- Where is the best place for homework to be done?
- What helps and aids concentration?
- How long should my homework take me?
- Who should I ask for help and how much help should I expect?

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the work.

The boundary between what many parents see as constructive help and what children view as interference, is indistinct and can vary from day to day. Parents need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed plus what form this might take.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

Monitoring and Review

It is the responsibility of the governing body to agree and then monitor the school homework policy. The governing body may, at any time, request from the head teacher a report on the way homework is organised in the school.