



**Great Denham Primary**

**Homework**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>Sep 16</b>	<b>Sep 17</b>	<b>Denise Burgess</b>	<b>TBC</b>

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2003

We believe that homework is a number of tasks or activities which pupils are asked to do on their own or with their parents in order to reinforce curricular objectives and learning outcomes.

We believe homework consolidates and reinforces skills and understanding in Maths, English and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We consider homework should be:

- interesting and rewarding for all children;
- linked directly to a lesson
- integrated into everyday planning and set by the class teacher;
- differentiated to cater for individual children's learning needs;
- clearly understood so that children understand when, what and how the work is to be done;
- marked and fed back to the children promptly

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

We agree with those parents who feel that homework should not be excessive and that children should be allowed time to build social relationships. It is very important that children have spare time for themselves in order for them to develop their character, skills and qualities to be successful in later life.

We do not want to see homework damaging children's education and their home life by it creating tension between parents and children. We believe that there must be a balance with children doing some homework and time for them to explore, experiment and enjoy learning without them feeling pressurised.



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We must not overdo the amount of homework that is given to children as they need some time to relax and recover after their day in school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

This policy has been written in consultation with Great Denham Parent Forum.

### **Aims**

- To reinforce curricular objectives and learning outcomes by setting interesting tasks or activities.
- To create a strong partnership between home and school.
- To familiarise parents with the nature of class work
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy



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### **Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- promote this policy by raising its status and importance;
- ensure that homework is built into teachers planning;
- ensure the amount of homework is not an excessive amount;
- provide supportive guidance for parents;
- keep up to date with new developments with regard to homework;
- make effective use of relevant research and information to improve this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy speaking with pupils, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Teachers**

Teachers must:

- integrate homework into their planning;
- set interesting tasks or activities;
- set homework appropriate to each child's needs and abilities;
- explain when, what and how the work is to be done so that each child clearly understands;
- provide feedback in line with the marking and feedback policy;
- not give an excessive amount of homework.

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy



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### Role of Parents/Carers

Parents/carers are asked to:

- sign the Home-School Agreement indicating their support for homework;
- praise the value of homework to their children;
- read to their children every day;
- provide a suitable space in their home where their children can concentrate on their homework;
- establish a homework routine such as no television;
- provide materials pens, pencils etc.;
- go through the homework before their child starts and discuss the completed work when finished;
- make the experience pleasurable;
- find time to work with their child or be at hand if a problem arises;
- discuss, encourage and praise their child's efforts;
- contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;
- ensure they get feedback on all homework tasks or activities;
- complete an annual evaluation form on homework for the school to monitor and evaluate

### Role of Pupils

Pupils are asked to:

- complete their homework and hand it in on time ( hand in day is **TUESDAY**)
- make sure they understand what is asked of them;
- complete an annual evaluation form on homework for the school to monitor and evaluate;
- make sure they get feedback on their homework;
- highlight to the School Council any ideas they may have to improve homework

### Types of Homework

All homework tasks and activities are designed to consolidate and reinforce skills and understanding in English and Maths as well as REAL projects.



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### Time Allocation

We recommend the following time allocation:

Foundation/Key Stage 1	Years 3 and 4	Years 5 and 6
Up to 1 hour per week	Up to 1.5 hours per week	Up to 2.5 hours per week

**Homework will be given out on a Tuesday each week.**

### Feedback

All children receive prompt feedback on their homework in a variety of forms such as:

- verbal
- written
- class discussion
- praise and recognition during an celebration assembly or family assembly

Parents are asked to:

- give teachers any feedback they feel might be useful;
- encourage their children to talk about the feedback they have received;
- contact the school if they have any concern

### Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body



## Great Denham Primary

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

### Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Curriculum
  - Teaching and Learning
  - Home-School Agreement
  - Parent Involvement
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.



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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement on an annual basis.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

## Great Denham Primary School Homework Overview 2016 - 2017

Reception Up to an hour a week	Year 1 Up to an hour a week	Year 2 Approximately 1 hour per week	Year 3 / 4 Approximately 1 1/2 hours a week	Year 5 /6 Up to 2 1/2 hours a week
<ul style="list-style-type: none"> <li>• reading at least 3 times a week to an adult ( approx 5 minutes a time)</li> <li>• Phonics ( up to fifteen minutes a week)</li> <li>• Take home task - one each term</li> <li>• Key word spellings summer term only ( approximately 10- 15 mins a week)</li> </ul> <p><b>Optional reading eggs</b> <b>Optional practical maths tasks</b></p>	<ul style="list-style-type: none"> <li>• reading at least 3 times a week to an adult ( approx 5 minutes a time)</li> <li>• phonics from October ( where appropriate )</li> <li>• 3 Mathletics tasks a week ( approximately 15 mins)</li> <li>• Take home task once a term</li> <li>• Key word spellings ( approx 15 mins a week)</li> </ul> <p><b>Optional reading eggs</b></p>	<ul style="list-style-type: none"> <li>• reading at least 3 times a week to an adult ( approx 5-7 minutes a time)</li> <li>• Year 2 Maths Work books and times tables ( from October) 15 minutes approx</li> <li>• Key word spellings ( 15 mins)</li> <li>• Grammar book homework ( 15 mins)</li> <li>• Take home task once a term</li> </ul> <p><b>Optional Mathletics / reading eggs</b></p>	<ul style="list-style-type: none"> <li>• reading at least 3 times a week ( can be independent as long as at least one is to an adult) including vocabulary work in planner ( approx 30 minutes total a week)</li> <li>• Maths Work book and Mental Maths Workout book and times tables ( 30 mins)</li> <li>• Grammar Workout book ( 15 mins)</li> <li>• Key word spelling ( 15 mins)</li> <li>• Take home task once a term</li> </ul> <p><b>Optional Mathletics</b></p>	<ul style="list-style-type: none"> <li>• minimum 3 reads a week with at least one to an adult plus vocabulary work in planner ( approx 40 minutes total)</li> <li>• Maths books /mental maths books / SATS buster books ( 30 mins)</li> <li>• Spelling, Grammar and Punctuation book ( 30 mins)</li> <li>• Key word spelling ( 20 mins a week )</li> <li>• My Maths ( up to 30 mins) plus times tables ( where appropriate)</li> </ul> <p><b>Optional take home task / mathletics</b></p>