

# Wath CofE Primary School

## Homework Policy

2021/22



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## Statement of intent

Wath CofE Primary School is a vibrant, enthusiastic, forward thinking and safe learning environment in which children are given every opportunity to complete a fulfilling primary school education.

At Wath CofE Primary School, we believe that homework plays an important part in a child's education.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to making homework well-balanced across the school.

This Homework Policy was developed in consultation with staff members, parents, pupils and with the agreement of the governing body.

## Aims

Wath CofE Primary School Homework Policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to homework.
- Ensure that parents have clarity on what their child is expected to do.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning and to keep them informed about the work their child is covering.
- Use homework as a tool for raising standards of attainment.
- Improve the quality of the learning experiences by extending it beyond the classroom.
- Give pupils further of skills, knowledge and concepts learned during the school day.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

# 1. Responsibilities

## 1.1. The role of the headteacher and governing body:

- Frequently check compliance of the policy.
- Monitor the effectiveness of the policy every year.
- Review the policy every year and make appropriate updates as required.
- Discuss with staff how far the Policy is being implemented.
- Meet with parents as appropriate.
- Support parents with information about homework.
- Inform new parents about the Homework Policy.

## 1.2. The role of the teacher:

- Plan and set up a regular programme of homework for pupils.
- Provide an explanation of homework tasks and ensure all pupils understand what they have to do through a weekly Class Dojo update which is on the day as their year group partner, continues on that day and includes reading, maths and spelling.
- Ensure all homework given is purposeful and links directly to the curriculum.
- Set homework that is appropriate to the child's ability.
- Monitor homework regularly and make sure pupils are completing it.
- Give feedback to pupils.
- Communicate with parents if there is a problem regarding homework.
- Be available for discussion if necessary to parents and pupils about homework.
- Set homework that is consistent across classes.
- Ensure homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Recognise quality work through school recognition systems and praise children who regularly complete homework.

## 1.3. The role of parents/carers:

- Support their child in completing homework.
- Become involved in their child's homework and encourage their child to have a positive attitude towards it.
- Make sure that their child completes homework to a high standard and on time.
- Provide suitable conditions and resources for their child to complete homework.
- Praise their child and celebrate achievements with regard to their homework.
- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning and homework.
- Encourage your child to discuss homework with you.

## 1.4 The role of pupils:

- Take responsibility for their own learning and submit completed work in a timely manner.

- Have a positive approach towards homework.
- Put the same effort into homework as would be expected of class work.
- Make sure they understand the tasks that have been set and seek clarification if required.
- Ensure that they have everything they need to complete homework and return to school all books/stationery needed to complete their homework.
- Take pride in the presentation and content of their homework and perform to a high personal standard.

## 2. Homework Tasks – Current practice

- 2.1. Every year in the whole school welcome letter, year group expectations in this area and Class Dojo update days will be made clear to families.
- 2.2. Provide an explanation of homework tasks and ensure all pupils understand what they have to do through a weekly Class Dojo update which as on the day as their year group partner and includes reading, maths and spelling.
- 2.2. Teachers will explain the organisation of homework to parents at the parents' evening in October.
- 2.3. All pupils will have a reading record and a book to complete spellings in.
- 2.4. Children's homework will be reviewed by staff or in some cases children and families will receive electronic feedback.
- 2.5. Parents/carers are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child's class teacher. Feedback from parents about their child's homework is also welcomed by the school.
- 2.6. The amount of homework will increase as the child progresses through school. Teachers may occasionally set extra homework for the whole class if they feel it would be beneficial.
- 2.7. The table below shows expected homework. Daily reading is encouraged and tasks will be set in addition to the below activities.

Year Group	Homework/time
R	<ul style="list-style-type: none"> <li>• Reading – School reading book 5 times per week [5 minutes per time]</li> </ul>
Y1/2	<ul style="list-style-type: none"> <li>• Reading – School reading book/other reading 5 times per week [5 to 10 minutes per time]</li> <li>• Spellings [5 to 10 minutes per time]</li> <li>• Numbots &amp; Timetables Rock Stars when the children are ready [5 minutes per time]</li> </ul>
Y3/4	<ul style="list-style-type: none"> <li>• Reading – School reading book/other reading 5 times per week [10 minutes per time]</li> </ul>

	<ul style="list-style-type: none"> <li>• Spellings [10 minutes per time]</li> <li>• Numeracy – Times Tables Rock Stars or similar [5 minutes per time]</li> </ul>
Y5	<ul style="list-style-type: none"> <li>• Reading – School reading book/other reading 5 times per week [10 minutes per time]</li> <li>• Spellings 10 minutes per time]</li> <li>• Numeracy – Times Tables Rock Stars or similar [5 minutes per time]</li> </ul>
Y6	<ul style="list-style-type: none"> <li>• Reading – School reading book/other reading 5 times per week [10 minutes per time]</li> <li>• Spellings [10 minutes per time]</li> <li>• Numeracy – related to practice of classwork already undertaken or Times Tables Rock Stars [20 minutes per week]</li> </ul>

### **3. Absences**

- 3.1. If the child is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils should not be well enough to undertake work. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.
- 3.2. If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

### **4. Pupils who fail to complete homework**

- 4.1. All pupils are expected to complete homework on time. Teachers will keep records of pupils completing homework which will be regularly checked. If pupils fail to complete homework, teachers will decide on appropriate actions which reflect the age of the child.

### **5. Feedback for homework**

- 5.1 Each piece of homework will be acknowledged by staff, may include some whole class feedback or individual feedback for pupils/families.

### **6. Pupils with SEND**

- 6.1. The school recognises that pupils with special educational needs and disabilities (SEND) may require that specific tasks be set in the form of Individual Education Plans.
- 6.2. While pupils with SEND may benefit from special tasks separate from the homework received from other pupils, it is important that they also do as much in common with other pupils.
- 6.3. A balanced amount of the right type of homework will be set for pupils with SEND, in consultation with the parents and send co-ordinator.

### **7. Equal Opportunities**

- 7.1. At Wath CofE, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

## **8. Policy review**

- 8.1. This policy is reviewed every year by the Headteacher.

