



St Erth Primary School

Homework Policy



St Erth School

Caring, Sharing, Preparing for Life

Date Written	May 2016
Reviewed On	Every 2 years
Last Review	Oct 2020
Next Review Date	Oct 2022
This policy has been reviewed and adopted by Headteacher	
Date: Oct 2020	

St Erth CP School

Policy on Homework

1 Introduction

1.1 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.

2 Rationale for homework

2.1 Homework is a very important part of a child's education, and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper 'Excellence in Schools', in which homework was described as 'an essential part of good education'. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, 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.

2.2 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.

3 Aims and objectives

3.1 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 all aspects of the curriculum to be covered in sufficient depth;
- 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.

4 Types of homework

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

4.2 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we give children books to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We sometimes ask Key Stage 1 children to learn spellings. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons. All work set at home will be supported by communication through Seesaw and further internet research as appropriate.

4.3 At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 4.2, but we expect them to do more tasks independently. We set literacy and numeracy homework each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home.

4.4 Homework completed well is acknowledged and praised.

4.5 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.

4.6 Homework is set using Seesaw as the school's online platform. Where technology at home does not support this alternatives will be arranged. This is in the form of a homework grid which offers opportunities to support Topic learning in a variety of curriculum areas to ensure all children are engaged. Additional activities may be directed to through Seesaw – websites, apps and learning platforms eg. Literacy Planet, Doodle maths.

5 Amount of homework

5.1 A homework grid based on the class topic is sent home half termly for children to complete. This is optional.

Spellings and times tables are sent home to learn. This is always in line with government expectations for the year group. There is an expectation for children to read to an adult at home at least 4 times a week.

All children have individual seesaw accounts which allow staff to direct them to online programs or set work on the platform itself. The school also utilises a number of other online subscriptions to support teaching and learning which will be used to set homework. Again, instructions and logins for these will be shared via seesaw.

5.2 We give all our pupils a home school reading record where comments can be made, either by them, or by the teacher, or by the teaching assistant (TA), and in which parents/carers and teachers make any relevant comments. Seesaw can also be used to communicate with parents using the messaging function.

6 Inclusion and homework

6.1 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 work towards government expectations for the year group. We endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs we refer to those pupils IEPs/Learning Passports. We value and celebrate the cultural diversity of our pupils and their families and we appreciate the enrichment that this brings.

7 The role of parents and carers

7.1 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 discussing the work that their child is doing, and by working with the school to ensure pupils have access to the required technology. The school will work with parents to provide alternatives where technology is an issue.

7.2 We ask parents and carers to check the home–school reading record every night and to sign it as requested. If a child is unable to read at home a chance is given for pupils to read in one of the 2 break times in the morning. This is organised by the class teacher is provided to support those children who have not read or had their book signed.

-Not happening at the moment due to COVID-19 restrictions

7.3 If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. This can be done via seesaw, reading records or through the school office.

8 Use of ICT

8.1 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 merely downloading and printing out something that has been written by somebody else.

8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning, these are also highlighted to parents by teachers via seesaw. **Parents or carers are advised always to supervise their child's access to the Internet.**

8.3 Some of the most important educational software that we use in school can be bought by parents or carers on a home-user licence. This ensures that children are using age-appropriate software in their work at home. The school will supply interested parents or carers with details. The school will provide login details for pupils to access platforms and learning applications the school subscribes to and uses in class.

8.4 Seesaw is a safe and secure platform that enables the sharing of homework in many formats between school and home and this should be used by parents and staff. Email is used as an alternative if required.

9 Monitoring and review

9.1 The headteacher is responsible for monitoring the implementation of this policy.

9.2 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents and carers complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way in which homework is organised in our school.

9.3 This policy will be reviewed in two years, or earlier if necessary.