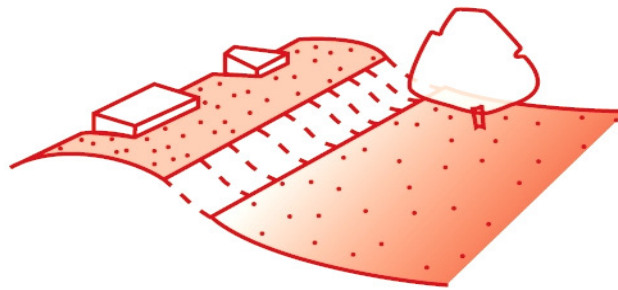


Riverhead Infants' School

Homework Policy



This policy was ratified by the Full Governing Body on

Date: October 2011

Signed

A handwritten signature in black ink that reads "L. Powell".

Headteacher

Next Review Date: July 2013

Homework Policy

1 Introduction

- 1.1 Homework is set to complement learning in school. It 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.
- 1.2 At Riverhead we recognise the important role parents play as the child's first teacher and the impact this has upon enabling them to develop a positive attitude to learning. We also recognise the impact of children sharing their learning with parents and knowing what they have achieved at school is valued.

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 can provide by itself 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 learning independently.
- 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.
- 2.3 Homework provides pupils with an opportunity to initiate their own learning and develop their independence and the ability to organise themselves, and not always being reliant on others to organise them or provide resources.
- 2.3 All parents and carers are expected to sign and comply with the Home School Agreement.

3 Aims and objectives

- 3.1 The aims and objectives of homework are:
 - to enable pupils to maximise 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 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 recognise homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.
- 4.2 As they move through the school, we increase the amount of homework that we give the children. Homework in the Early Years is primarily play based and parents are encouraged to share their children's home learning in the Learning Journal. Phonic activities are introduced in the Early Years to lay a firm foundation to literacy. All children will take home books to read at a level appropriate to their developmental needs. Through a Reading Meeting and leaflet we give guidance to parents and carers on how reading is taught in the school and how they can support their children in learning to read at home. Maths games at an appropriate level are also provided for all children on a weekly basis. In Key Stage One these activities are supplemented with phonic and spelling activities, as well as maths homework set to complement the themes taught during that week. Research activities may also be set to enhance learning and extend opportunities.
- 4.3 Homework completed well is acknowledged and praised. Activities, such as word searches and maths tasks are checked by parents with their children and are not marked in school. This provides immediate and relevant feedback which is so important to young children. Home reading records are checked and acknowledged weekly by teachers, as are Learning Journals. Phonic activities and spellings are followed up in school with related activities.
- 4.4 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.

5 Amount of homework

- 5.1 As they move through the school, we increase the amount of homework that we give the children. We expect children in Years 1 and 2 to spend approximately one hour a week doing homework, although this may well include reading with a parent. This is in line with the current DCSF guidelines.

6 Inclusion and homework

- 6.1 We set homework for all children as a normal part of school life. We endeavour to adapt tasks set so that all children can contribute in a positive way. Children may have homework set from intervention groups in which they participate. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.
- 6.2 Homework is set to fulfil the needs of the majority of pupils within the class and reflect current learning. It is our expectation that where needed parents will extend

their children further upon completion of activities, or provide help and support when needed.

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, and encouraging positive routines. This may include discussing the work that their child is doing, or enabling their child to visit the library regularly.
- 7.2 If parents and carers have any questions about homework, they should, in the first instance, speak to the child's class teacher.

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.

9 Monitoring and review

- 9.1 A member of the Senior Leadership Team is responsible for coordinating and monitoring the implementation of this policy. This includes monitoring samples of the children's work and of the teachers' planning together with records of participation.
- 9.2 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the Learning and Development Committee. Parents and carers complete a questionnaire each year and during the school's Ofsted inspection. Our governing body pays careful consideration to the results of these surveys and any specific concern that is raised by any parent.
- 9.3 This policy will be reviewed in two years, or earlier if necessary.

10 Training and Continuous Professional Development

- 10.1 All teaching staff are given clear guidelines on the setting of homework.
- 10.2 Homework is principally prepared within a year group team to ensure equal opportunity for all pupils in the year group. Staff can always seek further guidance from their year group Assistant Headteacher.

11 Links to other policies

Home School Agreement

Teaching and Learning Policy
Vision, Mission and Values