



Whybridge Junior School

HOMEWORK POLICY

Subject Leader : Mrs Charmaine Uys

This policy will be reviewed in full by the Board of Trustees on a yearly basis.

This policy was reviewed and updated in **September 2017**

Next review date: **September 2018**

1 Introduction: What do we mean by homework?

At Whybridge Junior School we define the term 'homework' widely, to mean any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. Homework is done outside the classroom, without the guidance of teachers; it can be done at school but more usually it is done at home. Children perform at their best when home and school work together. Homework is an opportunity for parents to become active partners in supporting learning. Homework should also be enjoyable for the child involved and should stimulate imagination and creativity as well as reinforcing what is taught in the classroom. Children generally enjoy continuing their activities and sharing their experiences and ideas and bringing work started at home back into school.

Homework can cover a very wide range of activities, depending on the age of the child, but throughout the primary years a consistent emphasis will be put on reading for pleasure and purpose as part of homework.

2 Rationale for homework

2.1 Why is homework important?

There is no legal requirement for schools to provide a set amount of homework or for primary children to undertake formal homework. At Whybridge Junior School, however, it is a vital means of helping to raise pupil achievement and of enabling the school to offer some pastoral support beyond the school day. As such, at Whybridge Junior School we believe homework requires a vital commitment by teachers, pupils and parents. Teachers at the school are required to set homework under this policy.

Homework is important for the primary pupil because it provides a means for pupils:



- to consolidate and reinforce what is learnt in the classroom
- build up basic skills (particularly reading, writing and numeracy)
- to become curious and independent learners
- to develop good study habits
- to prepare for the next stage of education

Homework set at Whybridge Junior School is meant to fulfill these objectives. In addition, homework is a key part in our home-school policy. It is important that every child sees that home and school are working together in partnership to provide help, support and encouragement. Homework can help to promote a positive attitude to learning at home and provides a vital link between home and school.

2.2 Why do we need a written Homework Policy?

At Whybridge Junior School homework is set by class teachers who decide how it can best support teaching and learning in the classroom. A written policy makes the purposes of homework and the basic principles we follow in setting and marking homework, clear to everyone involved.

Staff, Governors, parents, carers, and children know that the purpose of homework is to:

- support learning in the classroom and to raise standards of achievement
- enhance the learning experience for each pupil
- identify and highlight pupil development and pupil needs
- ensure that parents and carers have clear expectations about their role and that of the pupil
- to prepare pupils for the next stage of education
- to support our whole school improvement plan

At Whybridge Junior School we make homework an enjoyable and positive experience.

In particular our homework policy will achieve:

- a consistent approach to setting, monitoring and marking homework throughout the school
- differentiation between the needs and learning targets of the individual pupils so that it both challenges and supports students
- progression as pupils mature and become independent learners
- opportunities for extended reading at all ages



- reinforcement and consolidation of learning at all stages of development
- partnership for parents, carers and pupils in the learning process
- extra support for children with particular needs

Our homework policy is not:

- a means of finishing work not completed in the classroom
- designed to create anxiety, undue pressure or conflict between parents and children
- an afterthought at the end of a lesson

Homework set at Whybridge Junior School is monitored to determine:

- that these aims are being met
- that the full range of types of homework are being set consistently
- that teachers in the same year group set equivalent amounts of homework

2.3 Planning a Homework Policy

The purposes and the practice of homework have been worked out with all staff and have been the subject of consultation with Governors and parents.

Homework policy is part of our whole-school development policy for raising standards. Every member of the teaching staff has been involved in reviewing the homework policy and all staff will be involved in the regular annual review of policy.

The process involved:

- Responding to Parents views in the annual survey
- Discussions with whole staff
- Draft policy drawn up by senior management
- Draft policy tested over time (2014-2015)
- Draft policy to be approved by Governors

3 Supporting Teaching & Learning through Homework

3.1 What are the responsibilities of teachers and SLT?



The person with the major responsibility for seeing that homework is completed is the class teacher. Staff sees this responsibility as an important part of their professional duties.

In addition, we provide for an overview of the homework that is set in the school. The SLT is responsible:

- for managing the policy
- for ensuring that it is implemented and monitored
- for responding to concerns of parents

Our planning identifies that all staff share an understanding that homework needs to be:

- specific, differentiated and manageable for pupils at different ages and can be appropriately supported by parents and carers
- regularly monitored to ensure that the demands of homework are as evenly balanced as possible
- clearly linked to daily progress in the classroom, in particular, in relation to literacy, numeracy and ICT
- regularly monitored and evaluated internally by senior staff (phase leaders)

In addition, the school recognises that staff need:

- to be supported by INSET on good practice in methods of setting, assessment and feedback on homework
- to ensure that homework policy and practice forms one part of the induction process of NQTs and other staff who join the school

3.2 Helping pupils to achieve through homework

Pupils are different and work and learn at different speeds. Teachers plan homework as part of their schemes of work for different areas of the curriculum, particularly literacy and numeracy.

At Whybridge Junior School we ensure that pupils of all ages understand what they are expected to do at home, and why, and how it will help them to improve their work in class. A clear written statement of why homework is an important aspect of their education will be discussed with pupils. It will be made clear that:



- a positive attitude towards homework is part of helping pupils to achieve high standards
- homework will be marked and monitored to high and consistent standards
- homework will be returned to pupils speedily and marked in a way which they can understand and improve upon
- a positive attitude towards homework will help pupils when they reach secondary school

Our planning also ensures that:

- Pupils at different ages know what resources they will need to have, for example, reading or spelling books, tables and maths books, pencils or calculators and library or reference books to complete set homework.
- Pupils know what additional resources might be available. Every Monday the Computing Suite of Whybridge Junior School is available, from 3:30 until 5:00, for parents and children for homework and research purposes.
- Praise and positive rewards are used to encourage regular and successful commitment to homework and those pupils who fail to make that commitment understand the possible consequences in terms of personal achievement.

3.3 Amount of homework

The time set for homework is less important than the quality of the tasks set and the way in which they relate clearly to supporting learning in the classroom.

Nonetheless, in our homework policy we set out a framework which follows the Government's Homework Guidelines and recommends certain periods of time to be spent on homework at different stages. This is a helpful guideline for parents and pupils. It also helps to create an expectation and a discipline for regular, independent, learning.



Table 1: Recommended time allocation for homework

Years 3 & 4	1.5 hours/week	(literacy and numeracy as for Years 1 and 2 with occasional assignments in other subjects)
Years 5 & 6	30 minutes/day	(regular weekly schedule with continued emphasis on literacy and numeracy but also ranging widely over the curriculum)

Source: *Homework: Guidelines for Primary Schools and Secondary Schools*, page 11 (DfES, 1998)

4 How parents & carers can support pupils' learning through homework

4.1 Parents and carers play a vital role in their children's lasting success. At Whybridge Junior School, homework plays a valuable part of our home-school policy as a whole. That partnership is reflected in our Home-School Agreement which makes it clear that we see the support for homework as a joint undertaking.

4.2 All parents receive a statement about the school's Policy for Homework at the beginning of the academic year. In addition, homework is a regular item for discussion at parents' meetings.

4.3 Homework policy is also set out in all the publications provided by the school for parents and members of the local community.

4.4 Each child is provided with a Reading Record and Homework Diary which invites parents to comment upon and sign on a weekly basis.

4.5 We aim to involve parents wherever possible in supporting their children's learning. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by enabling their child to visit the library regularly, and by discussing the



work that their child is doing. We recommend that parents give a little time every day for homework rather than an intensive period once or twice a week.

4.6 Most important, parents and carers are asked to:

- make it clear to pupils how much they value homework and support the school in explaining how it can help their learning
- praise and encourage pupils when they take pride in their homework
- provide a peaceful and comfortable place, free from distractions such as television, where pupils can concentrate on their homework
- encourage pupils of all ages to read as much and as widely as possible
- ensure Reading Records and Homework Diaries are filled in as appropriate

4.7 If parents/carers have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If they wish to make a complaint about the school homework policy or the way it is implemented; parents should contact the governing body.

5 Setting homework and managing the process

5.1 In setting homework we will plan to:

- establish a familiar routine for pupils and parents
- reflect the age and capacity of the pupils involved

5.2 Homework will be set systematically by class teachers. We set literacy, numeracy and topic homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home.

5.3 Homework tasks will be given out every Friday. All homework books should be handed in on Thursday so that homework books can be marked and be ready to be handed out on Friday. Children sign a class list when handing in their homework for recording purposes or teachers/TA's keep log thereof.

5.4 Revision will also be a key activity at various points during the year and include IT based which can be undertaken independently at any time, as well as being directed. Reading and written activities will also be provided from a variety of curriculum areas.

5.5 To meet the demands of the curriculum, Years 3 and 4 we will aim to set about 1 hour 30 minutes homework per week. This will include literacy and numeracy, with occasional assignments in other subjects. In Years 5 and 6 children will be spending about 30 minutes per day on homework, based on a regular weekly schedule with continued emphasis on literacy and numeracy, but also ranging widely over the curriculum.

5.6 The homework activities set by pupils' class teachers may include, for example:

- mathematics
- comprehension and creative writing
- research and presentation of topics or projects from all curriculum areas
- daily reading
- weekly spelling

5.7 A possible example of homework

Year 5 - Weekly Homework		Date:26.8.14
Homework to be in by Thursday 1st September		
	Activity	Done
Spelling	ing - write a short paragraph about 'Cars' including as many 'ing' words as you can (whole paragraph must be at least 50 words). Learn spelling words for Friday's spelling test.	
Reading	Read every day. Either with an adult or independently. Discuss what you have read with an adult - record in Reading Record.	
My Maths	Log on to My maths www.mymaths.co.uk to find out what your new challenge is!! Login: Whybridge 1 Password: asos2	
Literacy	 <p>Write a dialogue between these two characters. Use correct speech punctuation.</p>	



Topic/Science	Create an exciting advert for a car. Write at least 10 facts about the car. Can you persuade us to buy it?	
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5.8 Ideally homework should be an extension of the work that has been done in class. The above example of homework is set from the premise that pupils were taught -ing words and the writing of dialogues within the topic of cars the previous week.

5.9 Homework sheet prepared by the teacher should be stuck into the homework books by the pupils. A lined homework book is provided by school and children do their homework directly into this book as well.

6 Special Educational Needs

6.1 Homework for pupils with special educational needs will reflect their different needs and abilities and be related to their Individual Education Plans (IEPs). Wherever possible we will ensure that all children are set the same tasks and homework.

6.2 Class teachers will also ensure that homework set:

- is differentiated for and appropriate to the individual needs of the child
- is varied and with a range of ways of showing progress
- has a clear focus and manageable timetable

7 How will pupils & parents know what has been achieved?

At Whybridge Junior School our pupils and parents receive weekly and appropriate feedback on homework. Ways of providing these include:

- monitoring the Reading Record and Homework Diary/Book
- routine tests (Spelling and Times tables) which monitor progress
- weekly marking of homework, feedback from classroom teachers or TA's (SEN-children) to each pupil
- marking and grading for achievement and / or effort of routine written tasks
- written comments on longer written assignments
- appropriate feedback by using homework stamps consistently across school
- praise and recognition in classroom and assemblies which reward and motivate all pupils



8 Monitoring and review

8.1 It is the responsibility of the Board of Trustees to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues.

8.2 Parents complete a questionnaire during the school's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our governing body may, at any time, request from our head teacher a report on the way homework is organised in our school.

9 Steps to be taken if children do not do their homework

9.1 If a child hasn't done his/her homework for two consecutive weeks or a total of two times per half term the class teacher will send a letter to the parents. Place a copy of this letter in class profile and send the tear slip to Deputy Headteacher.

9.2 If homework is still not done, class teacher must phone parent/carer and remind parent/carer of the letter that has been sent with regards to homework.

9.3 If homework is still not done and 9.1 and 9.2 were done by teacher, teacher gives the dates of letter and telephone call to Deputy Headteacher. Deputy Headteacher will then phone parent.

9.4 If homework is still not done, teacher needs to bring it under the attention of the Deputy Headteacher. Deputy Headteacher will give dates of letter and telephone calls to Headteacher and Headteacher will book an appointment with parents.

9.5 Teachers will update an electronic homework-log weekly. These homework-logs will be used on a regular basis (by Deputy Head teacher) to track homework in school.