



Homework Policy

'If you have faith as small as a mustard seed, nothing will be impossible to you'
(Matthew, 17:20)

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years
Reviewed by A Clark – December 2022
Reviewed by Governors: L Schofield – January 2023
Next review date: Autumn 2025



1 Introduction

- 1.1 At St Bartholomew's homework is seen as an enhancement to the curriculum taught in school and an opportunity to reinforce concepts and skills learnt. It is a way of promoting a home/school partnership in education which benefits children's progress and attainment. Homework is a direct link for parents to oversee and be actively involved in the child's learning. It can also enable pupils to research topics in advance.

2 Rationale for homework

- 2.1 Homework is an important part of a child's education, and can add much to a child's development. 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. 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, develop and revise the skills of independent learning for life long learning.
- 2.2 Homework can play 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 they develop their interests and skills to the full, only when parents encourage them to make maximum use of the opportunities available outside of school.

3 Aims and objectives

- 3.1 The aims and objectives of homework are:
- to support pupils in making maximum progress in their academic and personal 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 extend and/ or enhance aspects of the curriculum;
 - to provide educational experiences only possible outside of school;
 - to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
 - to help children develop good work habits for the future.

4 Types of homework

- 4.1 Homework is planned and prepared alongside all other programmes of learning and will reflect the learning taking place in school.
- 4.2 Children are set one main piece of homework each week - English and/ or Maths focused. In addition, topic-based grid(s) provide a range of further ideas each half term (fortnightly in Years 5 and 6) - children may complete none, some or all of these activities as they wish.

- 4.3 Homework completed well is acknowledged and praised following standard school practice. There may be issues arising from the work, which the teacher will follow up on in lesson time.
- 4.4 We are mindful that children have individual learning styles and may interpret and/ or wish to apply themselves to the tasks differently. Some homework is therefore designed to enable this; others may require a particular approach.
- 4.5 The homework procedures for each year group are communicated to pupils and their parent(s)/ carer(s) at the start, and over the course, of the year.

5 Amount of homework

- 5.1 As children move through the school, we increase the amount of homework and challenge that we give the children. We expect children in Foundation Stage and Key Stage 1 to spend no more than half an hour doing one homework task. We ask children in Years 3 and 4 to spend no more than 45 minutes per homework task and children in Years 5 and 6 to spend no more than one hour per task.

Parents and carers must use their own discretion in applying these guidelines for their own children.

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 age-appropriate to the ability of the class, and we endeavour to adapt any task set so that all children can contribute in a positive way (see [4.4] above). We welcome help and guidance from the child's family or others to enable the child to gain maximum benefit from the homework task. 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

- 7.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents 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 can support their child by providing a good working space at home, appropriate equipment, by enabling their child to visit the library regularly, and by actively supporting the work that their child is doing.
- 7.2 Parents are invited to check and comment on the completed work if they wish.
- 7.3 If parents have any questions about an individual piece of homework, they should, in the first instance, contact the child's class teacher. Any general comments or questions related to homework and school procedures should be directed to the Head Teacher.

8 Use of IT

- 8.1 The use of IT 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, we expect 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. Parents are advised always to supervise their child's access to the Internet. However, if a child does not have access to the internet, alternative resources or learning materials will be provided. The child may use the ICT facilities in school with permission of their Class Teacher.
- 8.3 Children may have the option of completing some homework activities on the VLE, 'It's Learning'.

9 Monitoring and review

- 9.1 The Senior and Middle Leadership Teams (SLT + MLT) are responsible for coordinating and monitoring the implementation of this policy. The SLT will monitor homework planning and materials used. The specific focus of the monitoring maybe recorded as part of the review and/ or any revision.
- 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.
- 9.3 The completion and return of homework is monitored during the year. Children are expected to complete their one main piece of homework set each week - additional 'topic grid' items are optional.

For years 2 and above - where homework is not completed, year groups or phases will seek to support pupils in-school:

Year 2	implemented on a more individual basis, where family circumstance is not enabling home-working;
Year 3/ 4	a homework 'club' will be held, on a Tuesday lunchtime, and overseen by a teacher or the phase leader;
Year 5/ 6	on a Thursday, a lunchtime 'homework club' will be run, by at least one teacher from the phase, to follow-up English and maths tasks.

- 9.4 Parents and carers have the opportunity to comment on the homework policy whenever they wish or through parental questionnaires and surveys.
- 9.5 This policy will be reviewed in three years, or earlier if necessary.