



POLICY AND PROCEDURE FOR HOMEWORK PROVISION

RATIFYING COMMITTEE	Educational Standards & Achievement Committee
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POLICY OBJECTIVES

The objectives of this policy are to describe the standards expected and the supporting processes for the:

- 1 Provision of homework across the school
- 2 Control and review of homework procedures.
- 3 Monitoring of compliance with and the effectiveness of homework provision.

The development of this policy has involved due regard to the requirements of the Equality Act 2010.

1. Executive Summary

The purpose of this policy is to provide a structured description of homework practice across the school, and the principles upon which this is based. The objectives of the policy are to describe the standards expected in order to ensure that homework:

- is approached in a consistent and transparent manner across the school
- consolidates and reinforces learning that takes place in school and allowing children to practice the skills they are taught in lessons
- is appropriate to the needs of each child so that they are able to feel proud of their achievements
- fosters the characteristics of effective learning strategies
- ensures that parents/carers can support their children effectively

This policy applies to all staff involved in the preparation and provision of homework across the school. It has specific implications for:

- class teachers
- parents
- pupils
- subject leaders
- the Head Teacher
- the Full Governing Body

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3 Introduction

3.1 Rationale

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from school. There are no statutory requirements for a primary school to set homework. This new policy was developed in response to consultation with children, parents and staff, in order to ensure that we provide a consistent and effective approach to homework across the school.

The purpose of this policy is to ensure a progressive, structured and systematic approach to the provision of homework at Ravenbank. Without this consistent approach, it would be difficult for children to develop their independent learning skills, or for parents to support them with their home learning in an effective manner. Parents and children need to know what is expected from homework, how it is to be completed and when it is to be collected from and returned to school.

3.2 Scope

This policy applies to all individuals involved with the preparation, delivery and completion of homework. It has specific implications for the:

- Full Governing Body
- Head Teacher
- Subject Leaders
- Class Teachers
- Parents/Carers
- Children

*Subject Leaders in the context of this policy are members of staff who have an explicit responsibility for the development and/ or delivery of a specific aspect of teaching/ learning/ development; as defined in the School Development Plan.

This policy is supported by an incorporated procedure (see diagram 1 Page 9).

3.3 Principles

Homework can encompass a wide variety of activities which extend beyond the completion of written activities. For example, reading with a child before bed, or cooking pancakes in order to develop maths skills, can both be thought of as homework.

Homework forms a valuable part of a child’s education, and can add much to their development. As well as having a positive role in raising a child’s level of attainment, it encourages the development of independent and effective learning skills, which will impact on a child’s learning across the curriculum. It also offers an opportunity for children to share their learning with their parents and carers, and to take pride in what they have achieved.

In addition to adult-initiated learning, free-time and play are also key to a child’s growth and development. Whilst homework is important, it should not prevent children from taking part in the other activities that play an important part in their lives. By providing a consistent approach to homework across the school, families should find it easier to balance homework expectations with their often busy lives. This promotes the development of each child as a unique individual whilst also providing them with the best opportunities to achieve their maximum potential.

At Ravenbank, we want homework to be a positive and beneficial experience for the children in our care, which complements the work that is taking place in school. We wish parents to see it as an opportunity to share in their child’s learning experiences and for the child to feel proud of their achievements.

4. The policy standards

The below table outlines the guidance and structure of homework expectations across the school and is broken down by year-group. Please note that these may be subject to change currently due to the need to adhere to COVID guidelines. During this time, all homework will be set via the school learning platform and can be accessed on children’s homepages. All reading and library books will be collected on a Friday, quarantined over the weekend and changed on the following Monday. Homework will either be self-marked by the children or the teachers will provide feedback via the learning platform.

Year Group	Foster a love of reading	Strengthen spelling skills.	Consolidate Basic Maths Skills. Applying and using maths skills in real contexts	Extended activities linked to classroom learning (Maths/English/Wider Curriculum)
EYFS	Daily reading with an adult – 5 mins. Reading and library books changed Weekly	Fortnightly newsletter with optional home learning suggestions linked to activities taking place in class.		
Year 1	Daily reading to an adult – 10 mins. Reading and Library books	Monday phonics and spelling activity (max 8 words). To be completed by the end of the week.	Monday maths homework. To be completed by the end of the week.	Friday learning log / broad curriculum activity. To be completed within a week.

	changed on a Monday.			
Year 2	Daily reading to an adult – 10 mins.	Monday spelling activity (max 10 words). To be completed by the end of the week.	Monday maths homework. To be completed by the end of the week.	Monday activity linked to learning in class. To be completed by the end of the week.
Year 3	Daily reading – 10 mins. Children change books independently.	Monday spelling activity (max 12 words). To be completed by the end of the week.	Monday maths activity – 20 mins To be completed by Friday.	Monday fortnightly learning log activities to be completed within 2 weeks and uploaded to a forum.
Year 4	Daily reading - 15 mins. Children change books independently.	Thursday spelling activity (max 12 words). To be completed within a week.	Thursday maths activity – 20 mins. To be completed within a week.	Thursday weekly Maths / English task. To be completed within a week.
Year 5	Daily reading - 20 mins. Children change books independently	Monday spelling activity sheet (max 15 words) followed by a test via the learning platform.	Monday maths activity (20 mins). To be completed by Friday and brought to school for self-marking.	Friday fortnightly learning log activities to be completed within 2 weeks and uploaded to a forum.
Year 6	Daily reading – 30 mins. Children change books independently	Monday spelling activity. Completed by Wednesday then Friday test in class. CGP spelling books kept at home. Additional learning platform activities to practise	Tuesday Mental Maths activity. Completed by Friday. Additional learning platform activities to practise times tables	Occasional additional extended learning tasks

5. Definitions

n/a

6. Duties

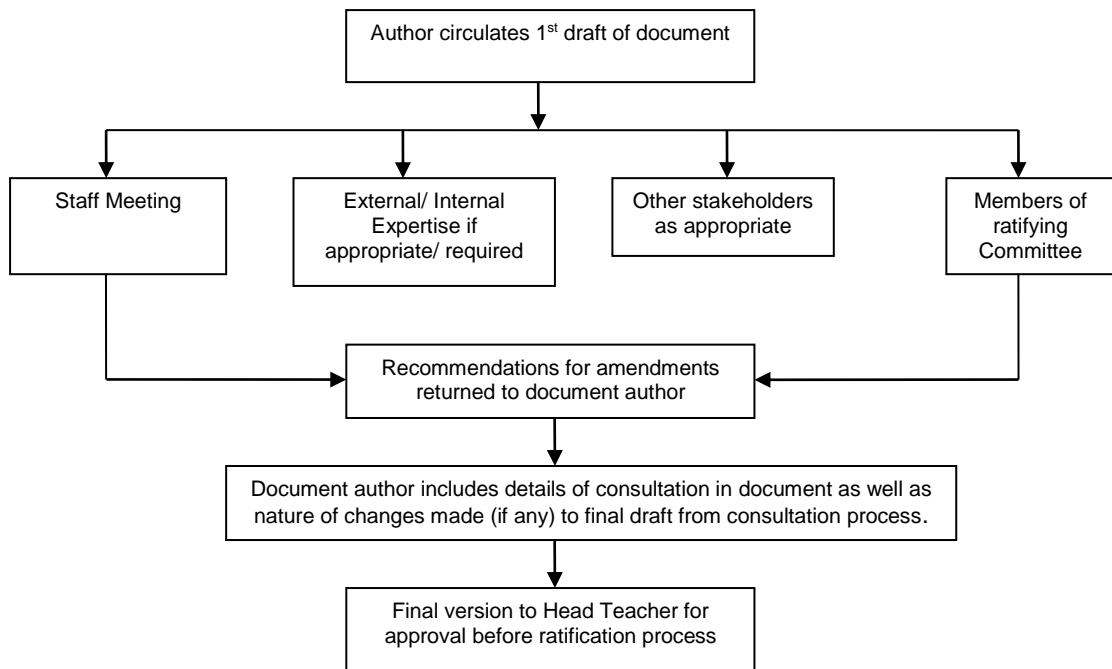
Role of the Governing Body	<ul style="list-style-type: none"> To take responsibility for the effective implementation, monitoring and evaluation of this policy.
Role of the Leadership Team	<p>The Leadership Team will:</p> <ul style="list-style-type: none"> promote the policy by raising its status and importance ensure that homework is set in line with the policy provide supportive guidance for parents keep up to date with new developments with regards to homework monitor and evaluate this policy

Role of the Teachers	<p>The Teachers will:</p> <ul style="list-style-type: none"> • ensure that homework set is in line with the policy • set homework appropriate for each child • explain what the homework is, how it is to be completed and when it is to be returned to the child • provide opportunities for sharing of homework tasks in class and provide feedback, either verbal or written
Role of the parents/carers	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> • support their child to complete homework set. • read with their child and make a note in the reading record book (or ensure the children have completed their own record) • support the school in explaining to children that homework is valued and aids learning • encourage their child and praise them when homework is completed • contact the class teacher if they are not sure of some aspect of the homework, or if their child is experiencing difficulties completing it • contribute to the school parent surveys so that the school can monitor its effectiveness
Role of the children	<p>Children are asked to:</p> <ul style="list-style-type: none"> • make sure that their homework is taken home on the day that it is set • complete their homework and hand it in on time • listen carefully in class to make sure they understand the task that is set • contribute to pupil interviews and surveys on homework for the school to monitor and evaluate • have a go at all homework activities • tell the teacher if they are having any problems completing the homework

7. A supporting procedure (if required)

Consisting of:

This policy has been developed in consultation with children, parents/carers, staff and the full governing body in accordance with the below flowchart (diagram 1)



8. Development and Consultation process

Consisting of:

This policy was updated in order to ensure a consistent and transparent approach to homework across the school. In order to gain a clear picture of our current situation with regards to homework, the views of parents and pupils were consulted via an online survey. These findings were then presented to staff who contributed their views and agreed on the new structure.