



Policy and Guidelines for Homework.
(Reviewed every two years or before if necessary.)

Following a staff survey and discussion regarding homework the following policy and guidelines reflect whole staff agreement on how we implement effective homework at St Just Primary School.

Aims:

The aim of this policy is to ensure that all staff, Governors, children and families are aware of the reasoning behind the setting of homework, the purpose of what is to be achieved and also understand the role expected of them.

We agree that homework helps our school to meet the following aims:

- *To give parents the opportunity to be involved in their child's learning.*
- *To consolidate learning already experienced in school.*
- *To encourage independence, self motivation and self-organisation.*
- *To give opportunity for personal research and creativity.*
- *In upper KS2, to help towards preparing for the expectations of secondary school.*

We have agreed the following philosophies regarding homework:

- The expectations of homework are appropriate for the age and ability of the cohort and for the individuals within that cohort.
- Good homework 'behaviour' *i.e. handing in work on time* is equally important as the quality of the work.
- Work set will reflect individual ability and capacity to work at home, either individually or with support.
- Resources, and where necessary, clear parent-friendly explanations, will be provided if required, to support the completion of effective homework.
- Unrealistic expectations will not be made *i.e. time will be given to complete work reflecting the requirement for children to organise their personal time in order to complete homework.*
- Individual teachers will adopt strategies with flexibility which meet the needs of their class and its individual pupils.
- Teaching staff and support staff will not spend ineffective time regarding homework.
- Parents and families will be expected to support according to their own ability and circumstance. Children will not be reprimanded for a perceived, or sometimes very direct, lack of support from home.

We therefore take a very positive attitude to homework:

The returning and completing of homework is praised, rewarded and celebrated in each class.

Our agreed Homework strategy is outlined below. It is a flexible programme which allows for extra homework opportunities to be taken and also for relaxation of the strategy at times of the year such as Christmas.

In all classes, reading and the taking home of reading books, forms the basis of home/school involvement and reading is expected every evening for children of all ages, regardless of reading ability. Attractive reading record books for the whole school, encourages this.

Reading Record books are for the purpose of recording reading both at home and at school and should not be used to record complaints or concerns.

All classes have spellings to learn each week and these are tested weekly. Learning spelling patterns and phonic strategies, therefore forms a regular part of homework in all year groups.

Multiplication tables have been a crucial part of maths learning for many years and now form part of statutory testing as a standalone skill. All classes therefore have weekly homework based on multiplication tables and their application. This may be through an interactive resource such as 'sum dog'.

To summarise:

Regular, weekly homework is reading, spelling and times tables in all classes.

From Tater Du class, the children are gradually introduced to homework through reception and into year 1.

In addition to the above, all Key Stage 1 and 2 classes are given a 'menu' of tasks per term based around their termly learning theme.

These tasks may cover English, Maths, Art, Design, Science, History, Geography, RE, PHSE and SMSC and will vary in degree of challenge. Some will require independent research and others will require adult support at home. The children will be asked to complete a minimum number of tasks per term but may complete them all if they wish.

All homework completed is recognised and appreciated. Homework is displayed around school and in classes and may form the basis of inter-house competition and whole school display.

The proactive purposes of this strategy are many fold:

- It avoids completing homework for the sake of it
- It avoids a negative atmosphere in the classroom when homework is not completed
- It removes anxiety from children who have little support at home
- It focusses on positive and effective workload for staff
- It provides genuine opportunity to assess attitude to learning
- It provides genuine opportunity to assess 'mastery'
- It is inclusive and indiscriminate
- It encourages creativity, independence and responsibility for learning
- It is based on a positive learning climate