



Homework Policy
October
2017

This policy aims to ensure a consistent approach to homework throughout our school.

Rationale

Evidence¹ shows that consistently setting high-quality homework has a positive impact on the progress and attainment for pupils, potentially adding a year's worth of progress across their primary school career.

Effective homework is associated with high levels of parental involvement and support, seeking to enhance rather than detract from family time.

The best homework reinforces what pupils have learned in lessons, is specific to groups of pupils, consists of short focused tasks and can be built upon in school.

Context

Our school is set within an area of Coventry with many working parents and approximately 30% of pupils qualify for pupil premium funding. We aim to provide clear guidance and advice to parents and carers to enable them enhance their child's education at home. To ensure a lifetime of learning, pupils in our school need to develop personal organisational skills and establish routines for learning outside of school.

Purpose

- To strengthen meaningful partnerships between home and school.
- To stimulate enthusiasm for learning.
- To develop good habits of organisation, self-discipline and individual responsibility, therefore preparing pupils to make a positive contribution to modern Britain.
- To practise key skills in the core subjects.

Efficiency

Homework should consist of short focused tasks which consolidate class-based learning. Consequently, tasks will not be onerous and support will be available if parents are finding it difficult to engage positively with their child's learning at home. To contribute to children's understanding of the importance of homework, tasks sent home will be presented in such a way that:

- Instructions are clear and easy to understand
- They look visually appealing
- They encourage pupils to take pride in their work

Parental Involvement

- Homework informs parents about learning that takes place in school.
- It provides an opportunity for parents to support at home or support their child with developing their skills to become independent learners.

Marking

Each week, teachers will mark and return the homework in the homework folders. In Years 5 and 6, pupils will review their homework in class. (Returned marked homework should be taken out of the folder and kept at home.)

Rewards

Pupils who complete their homework regularly and to a high standard will receive rewards to encourage their good practice to continue.

¹ <http://EducationEndowmentFoundation.org.uk/toolkit/toolkit-a-z/homework>

Feedback

Parents and pupils will be regularly consulted both formally and informally regarding their views on the effectiveness of homework. This will be done through discussions at parent consultation meetings, termly written reports, informal playground conversations, school council feedback and parent/pupil questionnaires. Feedback will be reviewed by senior leaders to plan future actions.

Content

Every pupil shall be:

- Given homework on a Thursday which will be due in by the following Tuesday.
- Well informed of the expectations, routines and tasks relating to their homework
- Aware of how homework helps them to make progress, understanding the links between class work and homework.
- Given mathematics work consisting of an arithmetic task and times table practice.
- Given spellings and a grammar task linked with taught rules.

Reading

Whilst no specific reading homework tasks are set, children are expected to read at least three times a week. This is closely monitored through a rigorous system with appropriate rewards and consequences. Pupils who do not read 3 times a week meet with the Deputy Head during a break time to identify barriers to reading and receive encouragement to read more frequently.