Homework Policy

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1. Introduction

2. Work that Children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

3. Rationale for Homework

3.1. Homework is a particularly 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 from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. 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 the skill of independent learning.

3.2. Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the significant 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 understand that children spend more time at home than at school and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

4. Aims and Objectives

4.1. The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social 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 enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop excellent work habits for the future.

5. Types of Homework

5.1. Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.

5.2. We set a variety of homework activities.

5.2.1. In the Foundation Stage:
daily reading, letter formation practise, words to read and write, phonemes and digraphs to learn, number recognition and mini projects linked to the class topic

5.2.2. In Key Stage 1;
daily reading, weekly spellings, weekly maths activity and half- termly learning log activity linked to the class topics

5.2.3. In Years 3 & 4;
daily reading, weekly spellings, weekly maths activity and half-termly learning log activity linked to class topics

5.2.4. In Years 5 & 6;
regular reading both to parents and independently, weekly spellings, weekly maths activity and half-termly learning log activity linked to class topics

5.3. The Newbold School has adopted the learning log style of homework which enables the child to work to their strengths. This allows each child to take more responsibility for their learning as the tasks set are open ended and time allocation can be different for everyone. We expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to revise for tests as well as to ensure that prior learning has been understood.

5.4. Homework is marked, acknowledged, and praised where appropriate. There may be issues arising from the work which the teacher will follow up in lesson time.

6. Inclusion and Homework

6.1. We set homework for all children as a normal part of school routine. We ensure that all tasks are set appropriate to the ability of the child, and we endeavour to adapt tasks so that all children can contribute in a positive way. 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 and Carers

7.1. Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers 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 and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

7.2. We ask parents and carers to check and sign the reading record at least once a week,

7.3. If parents and carers have any questions about homework they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents or carers should contact the governing body.

8. Use of ICT

8.1. The use of ICT 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, as a rule, teachers expect their pupils to produce their own work not merely downloading and printing out something that has been written by somebody else (unless this is appropriate for the task).

8.2. There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to some sites which support the children's learning. Parents and carers are advised always to supervise their child's access to the Internet.

8.3. We discourage children from bringing memory sticks into school because of the risk of viruses. However, there may be occasions when the teacher deems this to be appropriate.

9. Monitoring and Review

9.1. Our governing body may, at any time, request from the headteacher a report on the way in which homework is organised in our school.

9.2. This policy will be reviewed at least every two years.