



HOMEWORK POLICY

The ethos of our school is embedded in our key Christian values

Honesty

Forgiveness

Love for all

Celebration

Fairness

Being Thankful

This school is committed to safeguarding and promoting the welfare of children and this policy supports this commitment.

Policy revised: March 2014 Revised Oct 2014

Review Date: March 2016

Embedding Pupil Safeguarding Awareness in the Curriculum

All teachers incorporate elements of safeguarding into their lessons where appropriate. This involves:

- Informal conversations;
- Teacher/pupil discussions;
- Briefings for outings and trips (road safety/stranger danger etc) ;
- The implementing of our e-Safety Policy regarding ICT usage;
- An awareness of any potential hazards in lessons – identifying risks and dangers;
- Fire drills;

Safeguarding is also about pupils' emotional well-being. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness something unacceptable, untoward or disturbing. Teachers promote tolerance and respect for each other and acceptance of individual differences. Teachers help pupils develop confidence and resilience and discuss what to do if things go wrong. They are approachable and show their willingness to help pupils at all times.

Rationale

In March 2012 the government withdrew the guidelines on homework allowing headteachers to decide whether or not homework plays a part in a child's education. A spokesman was quoted in the press as saying "Homework is part and parcel of a good education – along with high quality teaching and strong discipline. We trust headteachers to set the homework policy for their school. They know their pupils best and should be free to make these decisions without having to adhere to unnecessary bureaucratic guidance."

The advice "Ten Top Tips for Homework Survival", aimed at 8 to 13 year olds, published by the DCFS in March 2010 is still available to download from the DfE website.

The OFSTED criteria for an outstanding judgement for teaching includes the following statement: Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately.

The homework policy set out below reflects the view that homework plays an important part in a child's education and has been devised in consultation with the governors, staff, parents and pupils
The purpose/aims of homework

- To develop an effective, working partnership between the school and parents and other carers, which will underpin the home school agreement and make it a working document.
- To consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- To encourage pupils, as they get older, to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary school.

In order for these aims to be achieved:

Teachers will:

- Plan homework into the medium and short term plans – in KS1 mainly in English and Maths. Homework for science and other topics gradually being increased as the children move through the school.
- Guide children to choose suitable books covering a variety of fiction and non fiction genres and expect children of all ages and abilities to read regularly as part of their homework.
- Check the child's home reading record at regular intervals.
- Give clear guidance to pupils and parents on how to complete a homework task successfully, including a suggested time allocation.
- Mark homework in accordance with the school's marking policy.
- Recognise children's efforts by occasionally celebrating homework in assembly and by displaying good examples.
- Have the same high expectations with regard to presentation and achievement of homework as they do of class work.
- Differentiate homework, where necessary, taking into account individual needs.
- Carry out the agreed sanctions should homework be incomplete, of an unacceptable standard or not returned on time.

Homework tasks might include:

- Playing maths games
- Investigating spelling patterns
- Completing a worksheet to reinforce grammatical knowledge or a concept in numeracy
- Practising handwriting
- Finding out information
- Additional reading in preparation for lessons
- Preparing oral presentation
- More traditional written assignments
- Written work in response to a reading task e.g. entries in a reading journal

Parents will

Provide a reasonably peaceful, suitable place in which pupils can do their homework.

Make it clear to pupils that they value homework.

Encourage pupils and praise them when they have completed homework.

Contact the class teacher if the pupil is experiencing any difficulties or if the pupil is taking longer than the suggested time to do the homework.

Monitor the standard of homework.

Ensure that the work is the child's own work,

Encourage independent study skills.

Share reading experiences with their child regularly. These might include:

- Listening to the child read
- Shared reading – alternate pages/alternate lines
- Reading to the child and discussing the story
- Questioning the child about what he/she has just read

Sign the home reading record, monitoring what their child is reading.

Pupils will

Make sure they understand what they have to do by asking for further explanation from the teacher.

Know that they can ask for help from a parent or carer, older siblings or another family member.

Complete homework to at least the same standard as they do class work, using pencil or black handwriting pen, never coloured ink.

Return homework on time.

Understand the consequences of not completing homework and/or not returning homework on time.

Read regularly as part of homework – either aloud to an adult or on his/her own, recording a response to the reading in the reading record.

Christ Church Primary School's suggested time allocations for homework.

Homework tasks will be set for all children in year 1 upwards. All tasks, including regular reading, should be completed within the time allocations.

Time allocations are as follows:

Reception		Reading
Years 1 and 2	1 hour / week	Reading, other English work and number work
	Twice a term	RE creative and/or written response to learning in RE
Years 3 and 4	1.5 hours / week	reading, English and Maths as for years 1 and 2, with occasional assignments in other subjects
	Twice a term	RE creative and/or written response to learning in RE

Years 5 and 6	2.5 hours / week	reading, continued emphasis on English and Maths but also ranging widely over the curriculum
	Twice a term	RE creative and/or written response to learning in RE

Homework Club

Homework club will run after school on a weekly basis and will be on an 'invite only' basis. This will be targeted at PP and FSM children. Teachers will make recommendations to the staff running the group.

All homework will be set on a Monday to be returned the following Monday.

Reviewed May 2010
Reviewed March 2014 updated October 2104 with RE