

RIVERVIEW JUNIOR SCHOOL



Homework Policy

Mr. J. Kendall
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Review every other year

RIVERVIEW JUNIOR SCHOOL

HOMEWORK POLICY

Vision;

100% of our children will be personally and academically ready for the next stage of their educational career by;

Key Aspirations

This vision is enshrined in key aspirations;

- An absolute focus on raising the educational and personal standards for all.
- For Riverview to be a model of excellence within the Pathway trust and have an impact beyond their own site for the good of the children across the area.
- Partnering for Performance to develop a collaborative, supportive and nurturing environment for all stakeholders
- Raising Attitude & Aptitude to ensure we are consistently good or better.
- **WELL BEING** is paramount for ALL and children learn in a safe, fair and fun environment which leads to life-long, independent learning

We are aiming to promote educational and personal standards. The promotion of our personal standards are strengthened through our Core Values:



INTRODUCTION

This document is a statement of the aims, principles and strategies for homework in our school.

DEFINITION

Homework refers to any work or activities which pupils are asked to do outside lesson time.

PURPOSES

The purpose of homework changes as children get older.

The key purpose is to provide opportunities for children to develop the skills of independent learning, and this should increasingly become the main purpose. It is important that children gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own, as well as organising themselves to complete tasks on time.

THE AIMS OF HOMEWORK ARE TO:

- Involve parents in supporting their child's learning

- Develop an effective partnership between the school and parents and other carers in pursuing the aims of the school and to consolidate the principles of the home school agreement
- Consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- Exploit resources for learning, of all kinds, at home and at school.

QUESTIONS TO ASK

School staff will need to consider:

- What is appropriate homework for all pupils, especially those with SEN
- Who should ensure that homework demands on pupils are consistent and manageable
- How to encourage pupils to value homework
- How to involve parents effectively in the process
- How to monitor and record the setting and completion of homework tasks
- What facilities can be made available for homework
- What system for monitoring and evaluating both the whole school and individual subject policies would be appropriate
- How much time for homework should be required, bearing in mind the government's recognition that other activities, such as extra-curricular sport and music, are also important in supporting pupils' studies

MONITORING AND EVALUATION

The implementation of the Homework Policy will be monitored and evaluated in school by the Headteacher and SLT.

CONCLUSION

We believe that the regular provision of well thought out topics, with pupil choice where appropriate, homework will both support and consolidate children's learning.

SPECIAL EDUCATIONAL NEEDS

Setting the right amount of homework for children with SEN is not always easy. Some children may benefit from special tasks separate from homework set for other children but it is important that these children have as much in common with the other children as possible. Setting appropriate homework, which does not demand too much or too little of those children, or their parents, needs close co-ordination between class teachers and SENCO.

Tasks should:

- Have very clear time guide lines
- Give plenty of opportunities for pupils to succeed
- Help develop social as well as other skills where necessary
- Be varied and purely written assignments
- Be manageable for teachers

THE ROLE OF THE SCHOOL AND THE TEACHER

Each class teacher is responsible for setting and assessing homework. The demands of the homework must be manageable on a day-to-day basis. The demands of homework on pupils must be even and balanced as possible.

THE ROLE OF PARENTS AND CARERS

Parents and carers should provide a reasonably peaceful and suitable place for children to complete their homework.

When children are younger then the adult needs to be available during the homework time to support and help. Parents and carers should be encouraged to become actively involved in joint homework activities.

As children grow older then they are expected to work, at times, more independently, without adult help, but all children have a need for support and encouragement.

Parents should make it clear that they value homework and support the school in explaining how it can help their learning. Parents should also praise their children for completing homework tasks.

EFFECTIVE HOMEWORK

All available evidence suggests that homework is most effective when:

- The policy is led by senior managers
- There is consultation with all the stakeholders
- Homework tasks are structured and their purpose explained to pupils
- There is consistent practice across the school
- Homework is given on a regular basis so that everyone knows what to expect each week
- Pupils and parents/carers are clear about what they need to know
- There are high expectations
- Pupils receive clear feedback
- Homework policies are monitored and evaluated
- Extend school learning, for examples, through additional reading
- 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 the secondary school.
- Opportunities to complete are given within school time – Homework club

WE WILL ACHIEVE THESE AIMS BY

- Providing homework for children suited to their age and ability and differentiated to build upon a child's current learning
- Providing homework on a consistent basis, on agreed days and with a reasonable timescale to complete
- Following DFES guidelines for the provision of homework
- Outlining what constitutes the core of homework – regular practice such as reading books, learning spellings and tables
- Ensuring all homework is assessed on the deadline date with positive comments from staff and peers.
- Providing study support facilities for completing homework.

By developing a whole school policy the following principles will be ensured:

- A consistency of approach throughout the school
- Progression towards independence and individual responsibility
- The needs of the individual child are taken into account
- Parents/carers have a clear understanding about expectations from themselves and the pupil

- Improvement in the quality of learning experience offered to pupils
- Extended and supported learning experience via reinforcement and revision
- Opportunities for parents, pupils and school to work in partnership
- Opportunities for parents and pupils to work together to enjoy learning experiences
- Encouragement for children to develop long term strategies for future needs
- At year 6, to prepare children for transfer

THE TYPE AND AMOUNT OF HOMEWORK APPROPRIATE AT DIFFERENT STAGES

The main focus will be on literacy and numeracy however a variety of other subjects will be covered throughout the year. Homework does not have to mean formal exercises carried out without help from an adult. Particularly in the case of younger children, it is the involvement of parents/carers in joint activities, which can be very brief, which is most valuable in promoting children's learning.

GOOGLE CLASSROOM

All homework will be provided via Google Classroom. Homework will be posted on a Thursday and be expected back by the Monday of each week. This will give teachers enough time to respond if required.

READING

Regular reading is vital.

ALL PRIMARY CHILDREN SHOULD EITHER READ TO THEIR PARENTS, LISTEN TO THEM READING, OR, IF THEY ARE FLUENT READERS, READ ON THEIR OWN FOR AT LEAST 20 MINUTES EVERY DAY – Mon - Fri

SPELLINGS

Children will learn their weekly spellings and may include a word search or putting these words into context.

GRAMMAR & PUNCTUATION

This will be an activity that focuses on the grammar focus/es for that period of learning

MATHS HOMEWORK

Relevant Ninja maths sheet will be provided for children to practise at home. In addition a learning opportunity will be provided weekly that reflects that's week's learning.

IN ADDITION TO THESE REGULAR ACTIVITIES

In KS2, children will be set an independent learning project based on a topic title selected by staff from a list of curriculum subjects and interests of the children. The children will have total freedom in how they choose to respond to the topic. This approach will engage the pupils and allow them to apply a range of different skills. The projects will be set at the end of each term in preparation for the learning to be explored in the following term. This will enable children to seek support at home.

At the start of the new term, when projects are due in, they will be celebrated in class, giving children the opportunity to learn from their peers. This will allow pupils to be inspired by an approach that they might not have considered, and try it themselves in future.

We will make time and space to celebrate projects in a whole school context.

WHEN WILL HOMEWORK GO OUT AND BE COLLECTED

ALL HOMEWORK WILL GO OUT ON A THURSDAY AND COLLECTED IN ON A MONDAY.

RECOMMENDED TIME ALLOCATION

The precise amount of time spent on homework is not as important as the content and the quality of the tasks set and the way these tasks support learning. Homework tasks should be planned as part of the schemes of work to deliver the national curriculum, particularly English and Maths.

Broad expectations about the time children might reasonably spend on homework provides a useful framework and discipline for school and parents.

YEARS	TIME ALLOCATIONS	ACTIVITIES
Years 3 & 4	1.5 hours per week	Reading, spellings, other literacy and numeracy work. Regular independent learning projects.
Years 5 & 6	2 hours a week	Reading, spellings, other literacy and numeracy work. Regular independent learning projects.

Children who have not completed their homework will be invited to a homework club run four days a week by AHT

Year 3 – Tuesday in Sarah’s room Year 4 – Tuesday in Sam’s room 12.20-12.50pm
Year 5 – Thursday in Claire’s room Year 6 – Wednesday in Emma’s room 12.40-1.10pm