

HOMEWORK POLICY

*Last reviewed: March 2019
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*Ashton Hayes Primary School
Church Road, Ashton Hayes, Chester, Cheshire CH3 8AB*



Ashton Hayes Primary School Homework Policy

We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Ashton Hayes we have a strong commitment to parental involvement and see homework as one way of developing this partnership.

Why give homework?

- It can inform parents about work going on in class;
- It can further stimulate enthusiasm for learning;
- It takes advantage of the home environment and resources and the chance for some one to one adult time;
- It can be a great source for gathering topic information to share with all the children;
- It is a great opportunity to rehearse key skills such as times tables, mental mathematics, spellings, handwriting and other key facts;
- It helps to foster good habits of organisation and self-discipline in preparation for the demands of Secondary School.

Homework at our school

Whilst we support all of the above key principles, Ashton Hayes is not a school at which homework dominates home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.

We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice.

We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However discreet homework registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

Our routines and expectations

All classes give out homework at different times depending on the age and stage of the children. The work is always explained and discussed in class before coming home; it

may be a continuation of classwork, or a maths games already familiar to your child. It is our intention, and good practice, not to send work home that the child cannot already do i.e. parents are not expected to teach new skills.

There should be a clear explanation / reminder from the teacher of what is expected. Each child has a homework book / folder and the majority of tasks are kept in there. Work that needs marking (and is not feeding into other classwork) will be returned to the book. This happens each week.

The tasks set will not always need to be handed in; there are other ways in which teachers will respond or give feedback, for example, sharing results in class discussion, putting work onto a display or transferring work into class books.

Expectations:

Listed below are example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

All pupils are expected to read at home in addition to their set homework activities.

Within Foundation Stage children will be expected to develop good reading habits as highlighted in the reading booklet given to each family during the induction meeting in the term before their child starts school. This involves reading to your child, talking about books and other environmental print. Letters and words to be learnt will also be sent home.

During Year One and Two children will still be expected to read regularly, with reading diaries updated by parents and teachers. There will be extension activities focusing on basic literacy and numeracy skills, with some project work being sent home to develop independent research skills.

Throughout Key Stage 2 the intensity and frequency of homework will increase. They will be expected to continue to read at home, learn table facts and complete supplementary literacy and numeracy activities as well as their weekly homework. There will be tasks linked to interventions that a pupil may be taking part in and independent research activities.

Role of the class teacher

Each teacher will develop a routine of homework that complements the curriculum and timetable being followed in their class. They will ensure that this routine is communicated

to parents and pupils at the start of the year through the class newsletter and learning platform page. Any changes to routines will be made clear to parents and pupils at the earliest opportunity.

Tasks set by the teacher will be communicated in an appropriate manner either through a note in reading journals, a homework diary and/or through the learning platform. Homework will be marked regularly and information about the pupil's understanding will be acted upon as necessary. Notes in homework diaries will be read and acknowledged by the teacher at their earliest convenience.

Role of Parents / Carers

In order for homework to be a positive experience for both parent and child then it needs to be seen as partnership with school. Make time and space to support your child in attempting their homework. Encourage and praise your child as they complete each task or part of the task. Please sign and date the entry in the homework diary, adding any comments that you feel are necessary.

At Ashton Hayes we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. There are times when we will want to see what children can do by themselves. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher. Any concerns about homework should be addressed with the class teacher in the first instance.

Inclusion

We aim to provide for all children regardless of gender, ethnicity or home background so homework is differentiated, where applicable, allow each pupil to achieve.

Conclusion

This policy should also be read in conjunction with the following policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking policy
- Special Educational Needs (SEND) Policy
- Computing Policy
- Equal Opportunities Policy
- Health and Safety Policy

This policy will be reviewed every three years or in the light of changes to legal requirements.

We expect children to maintain the same standards for presentation of homework as we set in school i.e. to use their best handwriting and a sharp pencil or black pen.

Increasingly teachers are using the web for homework. This may be directing children and parents to play a specific game on a website, complete a MyMaths task, to comment on a blog.

In the few weeks prior to SAT tests, the Year 6 children will be given additional revision work.

It is our policy not to give homework over the holidays and half term breaks. The exception will be where the parent and teacher agree extra work would be beneficial.

If you take holiday during term-time, something we actively discourage, parents may not request work from the teacher.

What to do if you have concerns

If you find the homework inappropriate for your child, if they lack interest, if it becomes a battleground or if you are concerned that homework is given inconsistently please talk with your child's teacher in the first instance.

If you still have concerns, please talk with Matthew Hover, the Headteacher.

Chair of Governors:  Mrs S Varey

Headteacher:  Mr M Hover