



Homework Policy

The School's Vision

As a community we want our school to foster life long learning in our children, to equip them for opportunities and demands of an ever-changing world in which we live and work. We aim to excite and engage our learners so they enjoy their time with us and want to come to school to learn. At Sharmans Cross Junior School we wish to make individuals and groups in our community feel valued, welcome and secure.

Whilst we support all the key principles in the policy, Sharmans Cross 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.

Our homework is set in line with guidance given by the DFES, 2000, on the recommended amount of homework, Y3 and Y4 receive an average 90 mins per week whilst Y5 and Y6 receive 30 mins per day.

The Aims of Homework

The purpose of homework is to:-

- Provide opportunities to develop enjoyment of and a commitment to learning in order for pupils to achieve their potential
- Helps pupils to develop the important skills of independent study and the self-discipline of working without immediate control;
- Help students recognise the link between good study habits and higher standards of achievement.
- Teach pupils that school is not the only place for learning;
- Check that students have understood class work.
- Allow for practice and consolidation of work done in class and to allow for the preparation of future class work.
- Give time for more extensive coverage of the curriculum, through integrated planning of class work and homework.
- Improve the links between home and school by helping parents understand what their children are learning in school and to encourage them to participate in that learning.

1. Guidance on where and when homework is done

Consider the environment the child works in:

- ❖ A quiet area with no distractions.
- ❖ Work at a table or desk.
- ❖ The opportunity to share and talk through the work produced.
- ❖ Provide an appropriate range of resources to complete tasks.
- ❖ Consider the time of the day the work is completed and how long the child should spend on a task.

2. Type of support provided by parents:

- ❖ Talking through the task with your child or be someone who just is there to bounce ideas off.
- ❖ Read the task with your child.
- ❖ Encourage your child to check the work they have produced.
- ❖ Encourage your child to meet the homework deadlines.
- ❖ Indicate if any support was given to complete the task.
- ❖ If your child does not understand the task encourage them to come in and ask the teacher before the homework deadline.
- ❖ Indicate on the work how long it took for your child to complete the work.
- ❖ Draw up a timetable with your child to map out the weekly homework set and how it sits alongside extra-curricular activities.
- ❖ If your child is unable to complete the homework or it takes longer than expected then feed this back to the teacher on the homework itself or your child's school diary.

Type of support provided by the school:

- ❖ To run through with the children a child friendly policy at the start of the year to establish a shared agreement.
- ❖ The school will provide appropriate resources to complete tasks or indicate the type of resources needed.
- ❖ The tasks will be pitched at the appropriate level.
- ❖ That the deadlines set will be manageable.
- ❖ Everyone has access to the type of homework set regardless of resources or ability.
- ❖ That the teacher will allocate time to talk to the child if they have struggled completing the homework.
- ❖ To act upon feedback given by parents.
- ❖ Encourage the children to complete out of school enrichment activities as well as tasks set by the school.
- ❖ Regular homework is given a 7 day window for completion.
- ❖ Clear indication of the recommended amount of time spent on completing the activity.

3. Expectations of the child:

- ❖ To be proud of the homework they share with the teacher.
- ❖ Record homework in homework diaries and to bring homework sheets home.
- ❖ To meet deadlines set unless negotiated with the class teacher.
- ❖ To ask the teacher in advance of the deadline when unsure of the homework.
- ❖ Collect the appropriate resources and return them when finished with.
- ❖ To try and complete work independently unless told differently.
- ❖ If the child is absent it is their responsibility to find out the homework that is set for that week. The amount of work and deadline will be agreed together.
- ❖ Individual children may be asked to complete unfinished work at home.

Expectations of the school:

- ❖ To reward completed homework rather than discipline uncompleted work.
- ❖ To go through the school diary and child friendly homework policy with the children at the start of the year to model how they should be used.
- ❖ Research based homework where the child has found an answer to a question and is reporting back to class, the teacher will feedback verbally.
- ❖ Project based homework that has taken place over a number of weeks will have written feedback from the teacher.
- ❖ Children will write spellings in their homework diaries (checked by the teacher) or be provided with a printed sheet and once tested the child will record their test score alongside this. The teacher will reward children in their books and indicate the words that need to be tested again. The test score can then be taken home by the child in the diary and shared with parents.
- ❖ Reading - the child will record how much they have read throughout the week. Parents will check and sign providing a comment if they wish to and the teacher will sign and give feedback when appropriate at the end of the week.
- ❖ Maths and written work will be provided with an indication of how the work will be marked:
 - as a class
 - focused marked
 - verbal feedback

Parents may provide feedback on the sheets to indicate whether the work was completed independently and how confidently their child tackled the work.

Work is pitched at the appropriate level of the child.

The teacher will provide support if the child cannot complete or doesn't understand the work set.

4. Type of homework set:

- ❖ The activities act as reinforcement and consolidation of skills learnt or information finding.
- ❖ Games.
- ❖ Independent research based that could be project on a theme/topic or around a question. Specific websites may be given.
- ❖ Discussion based e.g. speaking and listening, debate preparation, persuasion, a question or idea that has been researched at home.
- ❖ Spontaneous homework as a result of interest sparked from the lesson.
- ❖ On-going target based homework focused on throughout the term.
- ❖ Opportunities with guidance through workshops for parents to set homework.
- ❖ Knowledge box, Education City or online activities.
- ❖ Practical activities.

5. Developing confidence in parents with homework:

- ❖ Staff to go through the types of homework set with reference to the homework policy and how all parties will use the homework diaries during information evening.
- ❖ Workshops for parents.
- ❖ Ask their child's class teacher for ways of supporting their child.

6. Communication:

- ❖ Communication between all parties is essential for the policy to work. Therefore it is vital that any issues raised should be dealt with when they occur, rather than waiting for a parents evening.
- ❖ Children write spellings or stick spellings in homework diaries.
- ❖ Child/parent/teacher record reading progress in diary when appropriate.
- ❖ When appropriate children record homework task in the diaries with the deadline.
- ❖ A parent to record any correspondence in the diary and the child shows the teacher to initial or to ring and contact the class teacher or alternatively email school.
- ❖ Make an appointment with the class teacher.
- ❖ Note on the homework.
- ❖ Homework is accessible through the school website.
- ❖ There will be a degree of flexibility in some of the homework set according to the subject matter delivered during the week. When this is set, the task will be clearly communicated to the children.
- ❖ Teachers will feedback to children on success of homework either verbally or by written comment as appropriate to the task.

7. Workshops to support parents:

- ❖ Maths - routes through calculations with ideas for home activities.
- ❖ Literacy - Workshops linked to APP and AFs with ideas to support the parent to help to meet class target.