



Policy for

Homework

Prepared by:	Adopted by Schools
CEO	Spring 2023

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Statement of intent

All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

Peover Superior is a vibrant, enthusiastic, forward-thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

This policy was developed in consultation with staff members, parents and pupils, and with the full agreement of the governing board.

Aims

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

1. Roles and responsibilities

The principal and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy **annually** and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and discussing the impact of homework as appropriate.
- Providing parents with information about homework.
- Informing new parents about the this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Heads of departments will be responsible for:

- Ensuring all members of staff within their department are aware of the school's Homework Policy.
- Monitoring the effectiveness of this policy within their department and reporting their findings back to the principal.
- Answering any queries that teaching staff have regarding this policy and the school's practices.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Marking homework and giving feedback to pupils.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Setting homework that is consistent across classes.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.

- Encouraging their child to discuss homework and feedback from teachers.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

2. The school's approach to homework

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore teachers will ensure that homework is only set to positively impact pupils' progress.

Prior to homework being set, teachers will ask themselves, 'Why am I setting this homework?' and 'How will this homework be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the homework is necessary.

Year group	Homework	Maximum time	Total per week
R	<ul style="list-style-type: none"> • Reading practice book matched to the child's phonics ability • Reading sharing book (reading for pleasure, parents read to them) • Phonic flashcards and CVC words • Alternative maths, handwriting or 'understanding the world' challenges 	5 – 10 minutes a day 10-15 minutes a day 5 minutes (daily if possible) A practical challenge that they can do with family (10-15 minutes). Pictures are posted on Tapestry	1hr – 1hr 10mins
1	<ul style="list-style-type: none"> • Phonics challenge which consists of practising the GPC's taught that week • Sound blending challenge and tricky word challenge which includes words the children have been learning to read in their morning phonics session. • One maths task which supports what has been learnt that week. As an extra challenge, children can also access TT Rockstars. • Phonics book and Free choice book 	5 minutes/night 5 minutes/night 20mins/weekly	1hr 10mins

2	<ul style="list-style-type: none"> Spelling challenge which consists of words that have been learnt during Support for Spelling. Children then have a Maths task, that includes TT Rockstars and a question that involves an area of learning taught that certain week. Phonics book and Free choice book 	<p>5 minutes/night</p> <p>5 minutes/night</p> <p>20mins/weekly</p>	1hr 10mins
3	<ul style="list-style-type: none"> Reading library books each night Practise spellings or times tables – 5 minutes each day English/maths task per week through written or using the online platform (e.g. PurpleMash, TTRS and Century) 	<p>5 minutes/night</p> <p>5 minutes/night</p> <p>20mins/weekly</p>	1 hour 10 minutes
4	<ul style="list-style-type: none"> Reading library books each night Practise spellings or times tables – 5 minutes each day English/maths task per week through written or using the online platform (e.g. PurpleMash, TTRS and Century) 	<p>5 minutes/night</p> <p>5 minutes/night</p> <p>20mins/weekly</p>	1 hour 10 minutes
5	<ul style="list-style-type: none"> Reading library books each night Access to Purple Mash and Times table Rockstar's A subject specific activity per week- e.g. English/maths focus (alternating between written work and Century assignments) Additional work set in workbooks linked to class learning 	<p>10 minutes/night</p> <p>30mins weekly</p> <p>30minutes</p> <p>30minutes</p>	1 hour 40minutes
6	<ul style="list-style-type: none"> Reading library books each night Access to Purple Mash and Times table Rockstar's A subject specific activity per week- e.g. English/maths focus (alternating between written work and Century assignments) Additional work set in workbooks linked to class learning 	<p>10 minutes/night</p> <p>30mins weekly</p> <p>30minutes</p> <p>30minutes</p>	1 hour 40minutes

Teachers will explain the school's approach to homework to parents at the start of the academic year via their class webpages

3. Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.

There may be exceptions to the above and the classroom teacher will decide whether homework should be set on a case-by-case basis.

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Catch-up support will be provided to absent pupils in order to help them catch-up with homework.

Absences when homework is set and due will be managed in line with the school's Attendance and Absence Policy.

4. Pupils who fail to complete homework

All pupils will be expected to complete homework on time.

Teachers will keep records of pupils completing homework which are regularly checked.

If pupils fail to complete homework, teachers will contact parents to find what the reason for this is.

Teachers will make efforts to support pupils who are struggling to complete homework and will raise any concerns regarding their pupils' ability to complete homework to the principal and/or parents as appropriate.

Pupils who refuse to complete homework will be disciplined in line with the Behaviour Policy.

5. Marking homework

Homework will be marked in accordance with the school's Marking and Feedback Policy.

In general, homework will be marked in detail in writing and comments will be made concerning the pupil's next steps.

Occasionally, homework will be marked orally with the pupil or class.

6. Pupils with SEND

A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans.

While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, they will also complete as much standard homework as possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

7. Equal opportunities

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

All pupils will have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

8. Monitoring and review

Any updates to this policy will be shared with parents, pupils and staff.

Homework Agreement Form

[Home-school agreements are not mandatory. As such, it is at your school's discretion whether or not to issue an agreement and/or this form, ensuring that a balance is struck between creating additional workload for teachers and ensuring pupils' academic progression through increased accountability and parental engagement.]

Please complete this form and return it to the school. It will be filed and is an important of our home-school agreement.

Pupil's name: _____

Class: _____

I have read and support the Homework Policy and recognise its importance to my child's educational progress and development.

Signed: _____ (Parent)

Date: _____

I will do my homework every week.

Signed: _____ (Pupil)

Date: _____