

*Est. 1948*



GATEHOUSE SCHOOL

HOMEWORK POLICY

### **Introduction and aims**

A good, well-managed homework programme helps children to develop the skills and attitudes they will need for successful lifelong learning. Homework also supports the development of independent learning skills, and provide parents with an opportunity to take part in their children's education.

### **The purpose of homework:**

- To encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own (independent learning).
- To consolidate and reinforce skills and understanding developed at school.
- To extend school learning, for example through additional reading.
- To sustain the involvement of parents in the management of pupils' learning and keep them informed about the work pupils are doing.
- To prepare for subsequent lessons, tests or examinations.

### **The purpose of a homework policy:**

- To ensure consistency of approach throughout the School.
- To ensure progression towards independence and individual responsibility.

- To ensure the needs of the individual pupil are taken into account;
- To ensure parents/guardians have a clear understanding about expectations from themselves and the pupil.
- To improve the quality of learning experience offered to pupils.
- To extend and support the learning experience via reinforcement of work.
- To provide opportunities for parents, pupils and school to work in partnership.
- To provide opportunities for parents and pupils to work together to enjoy learning experiences.
- To encourage children to develop long term strategies for future needs.

### **Setting of homework**

- All homework set should have a clear purpose and objective and be linked to programmes of study.
- Homework time should not regularly be used simply for finishing off work carried out in class.
- Pupils should, wherever possible and appropriate, be returned the following school day (apart from projects and entrance examination papers).
- All homework should have a tangible end product.
- Possible tasks might involve: Investigations, writing, research, drafting, reading, revision, drawing, word processing or projects.
- Homework is to be submitted on time. Exceptional circumstances (e.g. serious illness or bereavements) would be those for which no teacher could expect the homework to have been completed on time.

### **Amount and Content of homework**

As pupils move through the school, we increase the amount of homework that pupils receive. Homework can be set in all subjects, but the focus at Gatehouse is to prepare pupils for 11 plus examinations and school entrance assessments, which are predominantly

in English and mathematics. Therefore, KS1 and KS2 homework should have a special focus upon English language and mathematical studies.

Homework in the EYFS is closely linked to parental involvement. In Nursery and Reception, homework activities are recorded in the children's profile books. Tasks range from 'Show and Tell', family photographs, special news, favourite breakfast and name activities.

Reception homework is slightly more structured and an additional pre-reading/ reading task is set on a daily basis. Weekend homework is also set on a Friday and returned on a Monday. This homework is a re-visit of concepts covered in class during the week and is usually topic based.

<b>YEAR GROUP</b>	<b>OVERALL TIME ALLOCATION PER NIGHT</b>
Reception	10 minutes reading (Every day) 10 minutes (One task set on a Friday)
Year 1	15 minutes
Year 2	20 minutes
Year 3	30 minutes
Year 4	40 minutes
Year 5	50 minutes
Year 6	1 hour

Pupils will receive a maximum of two subjects per night, plus reading in KS1 and KS2. Homework should be differentiated so that it accommodates the needs of every pupil.

Pupils and parents are advised that pupils should not exceed the above time allocation on homework, as they work long and hard during school hours.

### **Completion of Homework**

We encourage parents to show an interest in, and awareness of their child's homework. Teachers set homework with the intention of pupils completing it without much parental support. Whilst we teach pupils to be responsible for the completion of homework, we also ask parents to check their child has completed the work set. We also ask parents to try and

ensure that a conducive atmosphere and space for this work is provided. As with any child's work, encouragement and appropriate rewards for completion can be motivational.

### **Homework concerns**

If it is apparent that a pupil is overly challenged by a piece of homework, or the amount of time the child requires to complete the task, then parents are encouraged to communicate their concerns to the teacher concerned. As with all concerns, if parents continue to note problems with the homework despite communication to and discussion with the teacher, then parents are encouraged to contact the Deputy Head of the school to discuss the matter further. Homework should not cause stress to a child. The wellbeing of our pupils is the first priority, and children are not expected to complete work that is beyond them.

### **Review and Assessment of Homework**

Teaching assistants may assist in the marking of homework, but feedback to parents should be given only by their teachers. Teachers should instruct their teaching assistant on the ways in which work should be marked and what to look out for so that they can make the teacher aware of any concerns or issues and raise any queries. Teachers should review homework with their class and/or individual pupils at an appropriate time after the date due. Homework may be used by the teacher to help ascertain gaps in a pupil's expected skills, knowledge and understanding.

### **REVIEW OF THIS DOCUMENT**

This is intended to be a working document and will be reviewed by the SLT.

<i>Policy Name</i>	<i>Homework Policy</i>	<i>Creation Date:</i>	January 2018 reviewed Mar-2018
Status	Statutory	Governors Review	March 2019
		Next Review	Spring Term 2020