



# Yarlside Academy

## Homework Policy

Member of staff responsible for this policy: Kathryn Preston

Date approved by Governors: Spring 2017

Review date: Spring 2020

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### **Purpose**

To help children achieve their full potential through consolidating and reinforcing learning through an effective partnership between school, parents and other carers.

### **Aims**

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- Use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare pupils for their secondary education

### **Amount and Type of Homework**

Homework is generally given to support and enhance current learning in the classroom. Homework tasks generally include:

- Spellings to reinforce the spelling pattern being learnt in the classroom that week
- Learn Its, CLIC and SAFE as part of Big Maths
- Independent reading or reading to an adult
- Research for particular topics

Children generally receive about 3 pieces of homework each week and are also asked to read at least for a short time every day.

In the Foundation Stage children take home letter sounds and start to blend them enabling them to start to read. They also when secure with the letter sounds will bring home a school reading book and it is expected that they will read every night. Children may also be given tasks which involve finding things out and bringing in objects from home.

The following are government recommendations as appropriate time allocations for homework activities.

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

### **Differentiation**

Just as class work is differentiated, homework is also differentiated to ensure that all children are able to complete their homework without it becoming a stressful experience.

Homework for children with SEN is set taking their individual needs into account and will sometimes be related to their specific IEP targets.

### **Feedback**

We understand the importance of feeding back to children about the work they have completed and this will always be done, either verbally or as written feedback in the form of marking (see marking policy).

Children are also given tests / quizzes / fun assessment activities in which to assess their knowledge of learnt homework tasks, the results of which form a means of feedback for the child.

Children in KS2 have a homework book (or separate spellings and times tables books) and parents are encouraged to share the feedback from the written marking as a means of communicating how well the children have completed their homework.

All children have home / school reading diaries which are used as a means of communication between children, teachers and parents to provide a record and feedback of children's reading.

**Role of the Class Teacher**

- To provide clear explanations of homework tasks to children and parents and give guidance of how they might assist their child. This may be done by a note with the work or through the school website
- To set up regular homework in an easily followed routine.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To mark homework when necessary and give feedback to pupils.

**Role of the Head teacher and Governing Body**

- To check compliance of the policy.
- To meet and talk with parents when appropriate.
- To monitor that the policy is being successfully implemented.
- To make new parents aware of homework expectations.

**Role of Parents/Carers**

- To sign a home school agreement; which includes homework expectations.
- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

At Yarlside, 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 are involved, as long as they do not take over too much.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Headteacher

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Chair of Governors