

Hartsfield JMI School Homework Policy and Practice



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. Research shows that children who regularly complete homework have better outcomes than children who do not. In addition, at Hartsfield School we have a strong commitment to parental involvement and see homework as one way of developing this partnership. However, with busy lives of both parents and children with extra-curricular activities, and the hard work needed by children during the school day, we understand that we must strike the right balance.

The purposes of homework

- To give children the opportunity to consolidate, reinforce and extend their 'in- school' learning;
- To give parents and carers the opportunity to be involved in supporting their children's learning;
- To help children develop independence, take responsibility for their own learning and help to foster good habits of organisation and self-discipline;
- To prepare children for moving up through primary and onto secondary school.

Through the setting of homework, we aim to:

- Support children's learning.
- Provide opportunities for parents, carers, pupils and the school to work in an effective partnership to extend school learning.
- Provide tasks which children can complete mostly independently, and that parents feel equipped to help them with.
- Ensure that homework is manageable for teachers in the time taken to set, organise and mark

To achieve these aims we will endeavour to:

- Ensure that there is a consistent, yet progressive, approach to homework throughout the school;
- Plan tasks that are relevant and reinforce and enhance classroom learning;
- Provide age-appropriate feedback to pupils after completion of tasks;
- Ensure that parents and carers are made aware of homework expectations so that they can support the children's learning;
- Support children who find the discipline of homework difficult and those who lack guidance at home or access to resources;
- Regularly review and evaluate the process and update the policy as necessary.

Routines, organisation and expectations of homework

Please note that if children find their homework too difficult, they should not be expected to spend extra time struggling with it: parents should write a comment or inform the class teacher.

Homework tasks will usually be handed out on a **Thursday** and children will be expected to return homework to school on a **Tuesday**. Children will be expected to read a variety of books and texts of their choice at home and school as often as possible, to allow them to develop reading skills for pleasure, knowledge and fluency.

- Homework will be set during most weeks of the school year, but not always, for example at the start and end of term;

- Homework set will be clearly linked to classroom learning with English and maths activities set for independent completion
- Where a child is working at a level significantly below that expected of their peers, differentiated / personalised work will be set
- Optional topic work may enable children and parents to work together and will be linked to current or planned learning
- We expect the same standards of presentation in homework tasks as in work completed in the classroom.
- Teachers may send specific tasks home to support the learning of the children with a special educational need, or where it has been agreed and discussed with parents that additional practice is needed.
- Children will receive feedback on their homework in a number of ways including written comments, verbal feedback or sharing it with staff and peers.

Area of Curriculum	Frequency	Summary of Expectations EYFS- Reception Classes
Reading	Weekly	We would like children to share a book at least 3 times a week but the length of time reading will depend on child and year group.
Maths	Weekly	An activity based on current focus (consolidation) or on developing confidence/fluency
Optional: English/Topic	Weekly	An optional suggested English or topic activity

Area of Curriculum	Frequency	Summary of Expectations Years 1 and 2
Reading	Weekly	We would like children to read or share a book at least 3 times a week but the length of time reading will depend on child and year group.
Maths	Weekly	Consolidation – Focus on over-learning and independent completion. Guide time – 15 minutes
English	Weekly	Focus on grammar, spelling and/or punctuation depending on class needs and time of year- with independent completion Guide time – 15 minutes
Topic (Optional)	Termly	Optional topic or research project where appropriate This could be chosen from a short menu.

Area of Curriculum	Frequency	Summary of Expectations Years 3-6
Reading	Weekly	We would like children to read or share a book at least 3 times a week but the length of time reading will depend on child and year group.
Maths	Weekly	Consolidation – Focus on over-learning and independent completion. TT Rockstars times tables practice Guide time –30 minutes per week
English	Weekly	Focus on grammar, comprehension spelling and/or punctuation depending on class needs and time of year- with independent completion Guide time – 15- 30 minutes
Topic (Optional)	Termly	Optional topic or research project where appropriate This could be chosen from a short menu.

What parents/carers should do if they have concerns

Our staff hope that parents and carers can support us in getting the balance right. We want to work together to help children be the best they can possibly be and reach their full potential.

If parents and carers find the homework inappropriate for their child, if they lack interest, if it becomes a 'battleground' or if they are concerned that homework is given inconsistently, they should talk with the child's teacher in the first instance. Any further concerns should be directed to the Headteacher.