

Caldecote Community Primary  
School



Homework Policy

‘Care, Challenge, Persevere, Succeed – we are Caldecote!’

Policy Reviewed – September 2024

# Homework Policy

## Introduction

Homework is anything that children do outside the normal school day, which contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

## Rationale for homework

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

## Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

## Types of homework

### Phase 1

Learning together is the emphasis for the variety of homework activities that are set in the Early Years Foundation Stage. All children are encouraged to take home, share and read library books. All children are also provided with termly targets to work on as part of their homework. These targets will be based on Personal Social Emotional Development (PSED), Literacy and Numeracy skills and are differentiated to the children's needs. In addition to the above the children in the Nursery are given at least 2 topic pieces of homework every half term. This homework is provided to encourage communication between school and home and for parents to be actively involved in their children's learning. In addition to all of the above the children in Reception are encouraged to practise how to

read and write their name and numbers to 20. They are also provided with daily phonics homework and reading books once they have been taught and are able to use the skills necessary to access them at home.

## **Phase 2**

### **Expectations in KS1**

Our expectation is for all children to read daily for 10 minutes; we encourage reading miles to promote skill level and the enjoyment of reading. One piece of Literacy and Numeracy learning is set weekly to consolidate and reinforce learning that has taken place in school. In addition, one Creative Curriculum topic based task is set with an emphasis on creativity and parental support – Year 2 only.

### **Differentiation**

All homework tasks are differentiated, therefore are accessible to all children. Differentiation may take the form of outcome, the task that is set and resources provided. All children in a RWI group will be given differentiated homework specific to their RWI ability group. Each class teacher in KS1 will set homework for one RWI group taught by a Teaching Assistant in addition to their own RWI or Language and Literacy group.

### **Marking**

All learning is to be marked in accordance with the Marking Policy with the exception of GAP tasks.

- Teacher's in depth comment
- Peer marking
- Self- marking Time can be allocated weekly to incorporate self and peer marking into lessons.

## **Phase 3 and 4**

### **Expectations in KS2**

The expectations in Key Stage Two for home challenges are that all children will be given half an hour of Literacy and Numeracy learning per week. In addition to this the children are expected to read for ten minutes every evening and practice their multiplication tables for ten minutes also. The class teacher will provide the children with the multiplication that they are to practice. There will also be a number of tasks set every half term which are related to the topic learning, the children will be able to choose which tasks they want to complete and in what order. These tasks will be open ended and will have an emphasis on creativity and working together with their parents.

All learning that is to be given to the children will be accessible to all, therefore all learning will be differentiated. This can be done by:

- Outcome
- Task
- Resource

Home Challenges will be set every week on a Thursday and will be expected to be back with the class teacher for the following Tuesday.

## **Marking**

All home challenge learning will be marked and will follow the marking policy with the exclusion of a GAPS task. Teachers can choose between:

- Peer marking
- Self-marking
- Teacher's next step comments

## **Rewards**

All teachers will offer positive praise and reward points through Class Dojo based on our Care, Challenge, Persevere and Succeed values. Extra reward through the homework trophy is also possible.

## **Pupils with special educational needs**

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special educational needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Individual Education Plans (IEPs).

## **The role of parents**

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the Governing Body.

## **Monitoring and review**

It is the responsibility of our Governing Body to agree and then monitor the school homework policy. Our Governing Body may, at any time, request from our Headteacher a report on the way homework is organised in our school.

Written by: Mathew Alcock

Reviewed and amended by: SLT – September 2024