



Everybody Excelling Everyday. No Excuses!

Homework Policy 2015

- Vision

Every Pupil will leave Randal Cremer able to excel academically and socially.

- Values

Respect

All Members of our School Community are important to the success of Randal Cremer Primary School

We respect that everyone matters - everyone feels that they are treated fairly & listened to in a non-judgemental manner

We recognise that everyone has a right to the highest possible standard of education and that we each have a personal responsibility to ourselves and others to ensure that this right is never compromised.

Diversity, Inclusion & Equality

We put diversity, inclusion and equality at the heart of everything we do

We welcome and accept all people, and ensure we understand & celebrate everyone's unique differences and similarities

Love

We provide a caring, compassionate, warm, welcoming and nurturing environment for all members of our School Community

Teamwork

We value our relationships and work hard with all members of our School Community to achieve the School's Vision.

High Expectations

We have a commitment to ensure outstanding achievement, enjoyment, health & happiness for self & all members of our School Community

We recognise it takes a 'village' to educate a child

We all work together to ensure consistency of outstanding processes & practices

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HOMEWORK POLICY

Homework Expectations

- Homework is consistent across parallel classes unless pupils are grouped by ability in which case homework will be matched to their learning.
- Homework will consist of daily reading, weekly spellings, grammar and 'learn its' for maths plus more independent open ended/practical science and topic research and presentations.
- The Class Teaching Assistant will monitor and mark the returning homework and parents will be notified immediately if a pupil fails to complete their homework task.
- Each half term, the best examples of independent research and homework will be shared with parents in an assembly and will be displayed in the library.
- Children who struggle to complete homework will be expected to attend homework club once a week which is overseen by Teaching Assistants and is free of charge for all pupils Yr 2+

Aims of Policy

- To provide a clear definition of the purpose and nature of homework at Randal Cremer.
- To identify our shared views of good practice.
- To establish how homework will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

Definition

At Randal Cremer we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

Purpose

The purpose of homework at Randal Cremer is to provide opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

Good practice

At Randal Cremer, we believe that the following principles underly good practice.

- That staff, parents and governors are involved in developing the policy and that it is a process which takes place over time and results in the completion of a written guidance document.
- The policy is co-ordinated by a senior member of staff.
- A variety of approaches are used to ensure that parents and children are aware of homework expectations and organisation. These can include meetings, booklets etc.
- Homework allocations are made clear.
- Homework is set in a structured way to help children develop regular study patterns (with parental help if needed).
- There is regular feedback and praise for completed work and a system in place for responding to children who fail to complete.
- The reasons why homework has not been completed are investigated before action is taken.
- In planning homework, teachers set clear learning intentions and tasks are appropriate.
- There is a clear system for monitoring how the policy requirements are being fulfilled.
- The policy is reviewed regularly with the School Improvement Plan.
- Each child is provided with a A4 Homework Book in which they will complete tasks set and in Key Stage 2 a homework diary and reading journal.

Range of Activities

A variety of tasks are used to meet planned learning objectives. These can include:

- speaking and listening activities
- Reading
- Spelling and word investigations
- Book reviews
- Reading comprehension
- Independent research
- Practical maths investigations
- Collecting items linked to a theme
- Skills practice across a range of areas
- Data collection
- Educational games

Organisation

Progression is planned from Reception to Key Stage Two through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.

In Reception, children are expected to complete a task or activity linked to the Early Years curriculum, which lasts for around 10 minutes. This will include Read Write Inc Phonics and reading.

In Year One, children are expected to read with an adult for around 10 minutes each day, practise the grammar and spelling focus from English each week, and complete a 20 minute task linked to their topic once a week. They also have number facts to learn each week which they should practise daily

In Year Two, children are expected to read for around 15 minutes and practise their weekly spellings and grammar each day and complete a 20 minute task linked to their topic once a week. They also have number facts to learn each week which they should practise daily. Worksheets will not be used, but tasks will be linked to a key question.

In Year Three and Four, children are expected to read for 20 minutes, practice daily spellings and complete two 20 minute tasks per week. Worksheets will not be used, but tasks will be linked to a key question.

As children move into upper Key Stage Two, they are expected to take increasing responsibility themselves for the completion of their homework.

In Year Five, there is a minimum expectation of 20 minutes per day spent on individual reading (or to an adult if this is appropriate) practising daily spellings and grammar and learning the weekly number facts. They are also expected to spend 20 – 30 minutes three times a week completing independent tasks which will include reading comprehension, science and topic research and memorising poetry.. Worksheets will not be used, but tasks will be linked to a key question.

By Year Six , there is a minimum expectation of 30 minutes per day spent on individual reading (or to an adult if this is appropriate) practising daily spellings and grammar and learning the weekly number facts. They are also expected to spend 20 – 30 minutes three times a week completing independent tasks which will include reading comprehension, science and topic research and memorising poetry.. Worksheets will not be used, but tasks will be linked to a key question.

Generally homework is expected to be handwritten by the child and of a good standard of presentation. However, for independent research activities, children are allowed to choose the way they present their finished work including the use of video, word processing and power points.

Roles and Responsibilities

Class teachers will plan purposeful activities with clear learning intentions, which are linked to the curriculum content. Teaching assistants will monitor completion of homework and also check it has been completed to a high enough standard.

Each half term, children will be invited to share the independent work they have completed with their class and the most interesting and challenging work will be shared in the Friday assembly.

Parents have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for its completion.

More detailed information about how parents can support their child is provided in our parent booklet 'Homework at Randal Cremer – A guide to supporting your child'.

Children are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

Responding to children and ensuring that homework is completed

In Reception, children are awarded stickers and names are placed on a rewards board. If there are problems completing activities, teachers will discuss with parents.

In KS1, children are also rewarded with stickers and given frequent encouragement. Good examples of completed recorded tasks are shared with the class. Records are kept of work completed and if appropriate children are given a further opportunity to complete by a set date. Any problems arising are discussed with parents.

In Years Three and Four, children who complete their homework are praised in class and there is regular encouragement. Those who fail to complete work on a frequent basis are asked to carry out the activity in their own time in school. This may be during a break time.

In Year Five and Six, children completing homework are praised and outstanding examples of extra effort are rewarded. Teachers keep a record of work completed. If required children are asked to complete tasks in their own time in the school day. Parents are informed if a child regularly fails to complete homework.

Special arrangements

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge.

Monitoring and Evaluation

In order to ensure that the policy directly contributes to the quality of teaching and learning the provision of homework will be regularly monitored. A sample of Home School Learning Diaries and planned activities will be reviewed by the Assistant Headteacher termly as part of the school's self evaluation process. In addition, the scrutiny of homework samples will form part of curriculum leader's monitoring responsibilities at the allocated phase of the School Improvement Plan. Parents will also be given opportunities to share their views with teachers at parent consultations and other occasions as appropriate.

The policy was developed in consultation with teaching staff and a representative selection of parents and governors.

Reviewed: January 2015

