



Agreed 27 / 11 / 2017

Signed Alan Brown Head

Signed [Signature] Chair of Governors

### Oldfield Primary School Homework Policy September 2017

Homework plays an important part in a child's education. Homework from an early age develops independent study, promotes natural curiosity and a love of learning. Children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. In developing this policy, school has given careful consideration to making homework well-balanced for the children.

#### Aims

- Use homework as a tool for developing a love of learning.
- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to homework.
- Ensure that parents have clarity on what their child is expected to do.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Work collaboratively with parents and involve them in their child's learning. Keep them informed about the work their child is covering.
- Use homework as a tool for raising standards of attainment.
- Improve the quality of children's learning experiences by extending it beyond the classroom.
- Give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day, allowing them to become master learners - revision and reinforcement.

#### Homework progression

	Reading – at least/a week	Phonics/Spelling	English	Maths	Other
R	50 minutes	Weekly	Optional grid activity		
1	50 minutes	Weekly	Optional grid activity		
2	50 minutes	Weekly	Optional grid activity		
3	60 minutes	Weekly	20 minutes Maths, English or Optional grid activity Times tables		
4	60 minutes	Weekly	20 minutes Curriculum or Optional grid activity Times tables		
5	90 minutes	Weekly	30 minutes Curriculum task or Optional grid activity		
6	90 minutes	Weekly	Weekly Maths task – 20 minutes	Weekly Literacy (or topic based) task – 20 minutes	

**Absence**

If the child is absent from school due to illness or for medical reasons, the school will not supply homework for these periods as pupils should be well enough to undertake work. In some cases, there may be exceptions to this rule and the school will liaise with parents and relevant outside agencies, as appropriate. If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

**Failure to complete homework**

All pupils are expected to complete homework on time. Parents are encouraged to support their children in providing an appropriate environment at home for homework to be completed and to build in time over the week for children to be able to complete their homework. Teachers will monitor pupils completion of homework. If pupils fail to complete homework, teachers will seek to work collaboratively with parents to support them in this matter.

**Marking**

Homework may be reviewed in a variety of ways according to the school's feedback policy. The work will be acknowledged to show that it has been seen. Sometimes, the work is marked in detail and comments are given on future progress. Occasionally, feedback will be given orally with the child or class.

**SEND**

Wherever possible, pupils with SEND (Special Educational Needs and Disabilities) will be set homework in line with their peers. The school recognises that pupils with SEND may require a more personalised approach to homework, based on their specific needs. This is decided on an individual basis, depending on current needs and ability to access the curriculum. The class teacher will liaise with parents, relevant outside agencies and the SENDCo (Special Educational Needs Coordinator).

**Equal Opportunities**

At Oldfield Primary School, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.