

# Beaconside Primary and Nursery School



## Homework Policy

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Signed by:

Lorraine Hadley

Headteacher

Date: 21/11/2022

Stuart Marks

Chair of Governors

Date: 21/11/2022

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## **Statement of intent**

Beaconside Primary and Nursery School is a supportive and nurturing learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

This policy was developed in consultation with staff members, parents and pupils, and with the approval of the governing board.

## **Aims**

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

## 1. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2022) 'School inspection handbook'
- Ofsted (2022) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Curriculum Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy

## 2. Roles and responsibilities

The headteacher and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy every two years and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and discussing the impact of homework as appropriate.
- Providing parents with information about homework.
- Informing new parents about this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Marking homework and giving feedback to pupils.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Setting homework that is consistent across classes.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

### **3. The school's approach to homework**

The school understands that setting, marking, and providing feedback on homework is a large contributor to the workload of teachers; therefore, teachers will ensure that homework is only set to positively impact pupils' progress.

Prior to homework being set, teachers will ask themselves, 'Why am I setting this homework?' and 'How will this homework be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the homework is necessary.

Marking is completed to provide teachers with an indication of how knowledge and skills are applied independently at home. Teachers are aware that this might not be a true reflection of ability for a variety of reasons. Feedback will be provided to pupils where it is deemed to have a positive impact on progress or used to inform planning and teaching; this will predominantly be through further teaching to ensure understanding is secure. Generally, feedback will not be provided to parents on each piece of work but any on-going concerns would be raised and discussed.

Teachers will explain their approach to homework to parents at the start of every school year.

Pupils will receive homework on a weekly basis which will be returned at the time and date as specified by the class teacher; this is generally set on Thursday and returned the following Thursday.

Parents will be encouraged to discuss any errors with their child, whilst or once they have completed the work. If they have any queries or concerns, they should speak to their child's teacher. Feedback from parents about their child's homework will also be welcomed by the school.

The amount/cognitive demand of homework set for pupils will increase as they progress through their education.

Teachers will occasionally set extra homework for the whole class if they deem it beneficial.

The table provides a homework overview.

Year group	Homework
N	<ul style="list-style-type: none"> <li>• Weekly library book to share (parents/child)</li> <li>• January onwards - weekly phonic sheet</li> <li>• Half term projects e.g. painting family portraits, scavenger hunts (optional)</li> </ul>
R	<ul style="list-style-type: none"> <li>• Reading x 5 - 10 minutes per day</li> <li>• Weekly library books to share (parents/child)</li> <li>• Phonic sounds given weekly as taught to practise at home</li> <li>• Half term projects that are topic related e.g. - go on an autumn walk with your family and collect some items to bring into school</li> </ul>
1	<ul style="list-style-type: none"> <li>• Reading - Read Write Inc Book Bag Book x 5 - whole book to be read ESSENTIAL</li> <li>• Reading books (colour book banded) ADDITIONAL</li> <li>• Phonic cards practice</li> <li>• 1 x English or Maths (30 minutes)</li> <li>• Optional topic project during half term</li> </ul>
2	<ul style="list-style-type: none"> <li>• Reading books (3 x 15 minutes minimum per week)</li> <li>• 1 x English or Maths (30 minutes)</li> <li>• Frequent practice of high/medium frequency spellings (issued ½ termly)</li> <li>• Optional topic project during half term</li> </ul>
3	<ul style="list-style-type: none"> <li>• Reading books (3 x 20 minutes minimum per week)</li> <li>• Weekly spellings practice</li> <li>• 1 x English or Maths (30 minutes)</li> <li>• Times Table Rock Stars (optional)</li> <li>• Optional topic project during half term</li> </ul>
4	<ul style="list-style-type: none"> <li>• Reading books (3 x 20 minutes minimum per week)</li> <li>• Weekly spellings practice</li> <li>• 1 x English or Maths (30 minutes)</li> <li>• Times Table Rock Stars (optional)</li> <li>• Optional topic project during half term</li> </ul>
5	<ul style="list-style-type: none"> <li>• Reading books (3 x 20 minutes minimum per week)</li> <li>• Weekly spellings practice</li> <li>• 1 x English or Maths (30 minutes)</li> <li>• Times Table Rock Stars (optional)</li> <li>• Optional topic project during half term</li> </ul>

6	<ul style="list-style-type: none"> <li>• Reading books (3 x 20 minutes minimum per week)</li> <li>• Weekly spellings practice</li> <li>• 1 x Maths and 1 x English per week. (2 x 30 minutes)</li> <li>• Occasional longer projects linked to work in class, for example a poster/fact file on Anne Frank (once a half term).</li> <li>• Optional topic project during half term</li> </ul>
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#### 4. Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply homework for these periods – pupils should be well enough to undertake any work supplied.

#### 5. Pupils who fail to complete homework

All pupils are encouraged to complete homework on time. Teachers will keep records of pupils completing homework.

Teachers will make efforts to support pupils who are struggling to complete homework and will raise any concerns regarding their pupils' ability to complete homework with parents as appropriate. A weekly lunchtime homework club will be offered to Key Stage 2 pupils to aid with this.

**Reception – Year 4:** there will be no sanctions for homework not completed, instead there will be rewards (stickers, house points, Dojos, free time, lucky-dip etc) for those that do. This reward system will be age appropriate and determined by the class teacher.

**Year 5:** pupils who frequently do not engage with homework will be encouraged to attend a homework club at lunchtime to complete unfinished work or to help develop positive habits of independent study. Rewards for completion, as stated above, will also be offered.

**Year 6:** in order that pupils are prepared for the expectations of secondary school, the expectation regarding homework increases. Pupils continue to be rewarded for completion of homework and supported with a lunchtime homework club if required. However, if pupils do not engage with homework for three consecutive weeks, an after-school detention to complete work is issued. Parents will be contacted on an individual basis if this applies to their child.

#### 6. Pupils with SEND

If required, a balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans.

While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, they will also complete as much standard homework as possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

## **7. Equal opportunities**

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

All pupils will have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

## **8. Monitoring and review**

This policy is reviewed every two years by the headteacher.

Any updates to this policy will be shared with parents, pupils and staff.

The scheduled review date for this policy is September 2024.