

# Tas Valley Church Schools Federation

## Homework Policy



<b>Formally adopted by the Governing Board of:-</b>	<b>Tas Valley Federation</b>
<b>On:-</b>	
<b>Chair of Governors:-</b>	<b>Diane Perry-Yates</b>
<b>Last updated:-</b>	

## Homework Policy

<b>Name of school:</b>	Tas Valley Church Schools Federation
<b>Date of Policy:</b>	September 2022
<b>Date of Review:</b>	September 2025
<b>Members of staff Responsible:</b>	Senior Leadership Team

### 1. Aims

- 1.1 We believe that learning works best when there is a partnership between home and school and we aim to foster this through our Homework Policy.
- 1.2 We aim to enable children to achieve their potential, to gradually assume greater responsibility for their own learning and to develop independent study skills in preparation for High School and later life. We believe homework contributes to these aims.
- 1.3 We aim to enhance our classroom learning through homework tasks.
- 1.4 We aim to strike the right balance between work and leisure time and bear this in mind when homework tasks are set. To enable this, we aim to set homework on a regular basis and ensure work is not set for next day completion.

### 2. Homework Tasks

- 2.1 Much of our homework is based on development of English and Maths.
- 2.2 We would like all children to engage in reading every day.
- 2.3 At Early Years Foundation Stage and Key Stage 1, children will bring home a book from a reading scheme. We expect that children should share their book with parents/ carers on a daily basis, practise their reading skills and talk about the book. We ask that reading diaries are filled in at home. Members of school staff also record progress. These diaries form a regular dialogue between home and school.
- 2.4 At Key Stage 2, some children may continue to read within a structured reading scheme while others may need to broaden their range of reading and be able to choose from a greater variety of materials. At this stage, children are encouraged to take increasing responsibility for their reading diaries at home and at school but we value any comments from parents.
- 2.5 Throughout their time at primary school, we ask that children spend some time reading at home and we promote the benefits of this both to children and to parents/carers.
- 2.6 We give guidance about how adults can engage with their children's reading in a range of different ways and show that this has a positive impact regardless of the age of the child or their level of reading. We emphasise the importance of encouraging

reading for interest and pleasure as well as for accessing information and for the practice of skills. All children are encouraged to take home library books to share.

2.7 Children across the school age range are engaged in learning phonics for both reading and spelling. Homework tasks are set with this focus.

2.8 As the curriculum for English grammar and punctuation has become fuller and more demanding, exercises requiring consolidation of knowledge and practise of these skills are also appropriate to set as homework. It is appreciated that the vocabulary of English grammar may not be familiar to all parents and that clear guidance may be especially important in this subject.

2.9 Maths homework should focus on the children's acquisition of number facts and on consolidation and practice of calculation skills.

2.10 We ask parents/ carers to practise with their children counting, recognition of written numerals, knowledge of number bonds, multiplication and division facts and other aspects of knowledge.

2.11 We provide opportunities for children to practise calculation methods to support speed, accuracy and confidence in Maths. We may also utilise online maths programmes to set appropriate homework.

### **3. Other Homework**

3.1 When appropriate, children may be set tasks involving any aspect of the curriculum. Such tasks may take a variety of forms - practical, research based, written tasks etc.

3.2 If children are not able to print a piece of work produced electronically at home, this can be e-mailed to the school office for printing.

3.3 Homework of this sort may be optional. If it is compulsory, thought will be given to timing and content in order that it is manageable for all.

### **4. Guidance for adults at home**

4.1 Teachers will not rely unduly on children 'knowing what they are expected to do'. Tasks will include clear instructions and, if necessary, a model will be provided in order that parents feel full equipped to support their children.

4.2 Guidance will be given as to how long a child should be expected to work on a task.

### **5. Marking and Feedback**

5.1 Teachers should always acknowledge receipt of homework and provide basic feedback to children, and parents, about the work completed.

5.2 Teachers are encouraged to provide homework that does not require lengthy marking and feedback because excessive time spent on this compromises their ability to plan, mark and assess classwork.

5.3 Teaching assistants may be involved in the basic marking of homework.

## **6. Engaging in Homework**

6.1 There is an expectation that all children will engage in homework activities set by teachers. This forms part of the home/school agreement. We expect engagement from all children because homework tasks are purposeful and relevant to the curriculum and are set to reinforce and extend learning.

6.2 If, on individual occasions, homework is not completed and submitted as requested, children may be given a reminder or asked to submit it on the following day or to complete it a later date.

6.3 The benefits of homework do not outweigh the benefits of good home/school relations. Teachers recognise that there may be genuine reasons for homework not being completed and use their discretion in how they deal with cases on an individual basis. Teachers try to promote a positive view of homework and to find ways to encourage willing engagement.

6.4 In exceptional circumstances, e.g. pupils with SEND, it may not be appropriate for a pupil to complete a homework task. In such circumstances, the school will work with pupils and parents to agree what is appropriate for the child.

## **7. Regularity of Homework**

7.1 All classes should have a homework timetable in order that teachers, support staff, parents/carers and children have a shared understanding of when homework will be set and when it will be due for submission.

7.2 If this changes for any reason, children and parents/carers should be made aware of the change.

7.3 If homework will not be set for any reason, children and parents/carers should be made aware of this decision.

## **8. Home/School Partnership**

8.1 We strive to maintain an active dialogue between pupils, parents/carers and teachers, who are all key partners in children's learning and wellbeing.

8.2 We aim to provide opportunities for parents/carers to learn about their child's learning in order that they understand how their child is taught at schools and are able to support them at home.

## **9. How much homework should be expected each week?**

<b>Year R</b>	Reading				
<b>Year 1</b>	Reading	Spelling	Maths		
<b>Year 2</b>	Reading	Spelling	Maths		
<b>Year 3</b>	Reading	Spelling	Maths	English	
<b>Year 4</b>	Reading	Spelling	Maths	English	
<b>Year 5</b>	Reading	Spelling	Maths	English	
<b>Year 6</b>	Reading	Spelling	Maths	English	Revision exercises in Spring/Summer term

- 9.1 Occasionally, teachers will set homework in a different form or for a different subject. Parents will be made aware of this and time allowance will be made. This homework may be optional.
- 9.2 It is not expected that children in KS1 should spend more than 20 minutes on a task or that children in KS2 should spend more than 30 minutes on a task.