

Cumwhinton School

Homework Policy

October 2023

Introduction and purpose

- 1. Homework is here defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.
- 2. Homework can help to develop an effective partnership between the school, parents/carers and pupils. It provides opportunities for parents/carers and pupils to work together and to enjoy learning experiences. It has a role to play in consolidating and reinforcing skills and understanding, particularly in English and Mathematics.
- 3. Homework not only extends school learning by reinforcement and revision, for example through additional reading, but also encourages pupils as they get older to develop the confidence and self-discipline needed to study on their own, preparing them for the requirements of secondary school.

The role of school

- 1. Homework will normally be set by the class teacher who will be responsible for ensuring that the demands of homework are manageable for parents/carers on a day-to-day basis.
- 2. Homework demands will be as even and balanced as possible and will take other factors into account
- 3. The school aims to ensure that parents/carers have a clear understanding about expectations for themselves and pupils regarding homework. It will set out clearly for each class what the homework pattern is. This will be available for parents at the start of the year and will be included on the school website.
- 4. In setting homework, school will consider the needs of individual pupils and ensure progression towards independence and individual responsibility.
- 5. Children with Special Educational Needs may be set specific tasks by the class teacher or Special Needs support staff separate from the homework set for others in the class, but school recognises that it is important that they do as much in common with other pupils as possible.
- 6. Incentives and rewards will be given to encourage pupils to complete and return homework on time and to encourage independence. If a pupil does not regularly complete the set homework and there has been no explanation from parents or carers, school will contact them to discuss any difficulties.
- 7. The SLT will monitor and review the effectiveness of its homework programme.

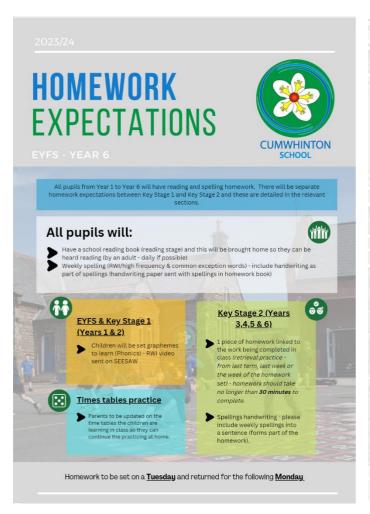
The role of the parents/carers

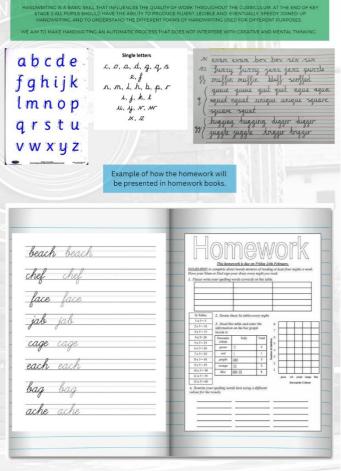
1. The involvement of parents/carers in joint activities with children is most valuable in promoting children's learning. Short activities of different kinds - simple games, learning spellings and number facts, and of course reading together - provide a very important opportunity for children to talk about what they are learning to an interested adult and to practice key skills in a supportive environment. All of these activities are types of homework.

- 2. Parents/Carers should try to provide a suitable time and place in which the pupil can do his/her homework. They should make it clear that they value homework and support the school by explaining how it can help the pupil's learning. Parents should encourage pupils and praise them when they have completed their homework.
- 3. Parents/Carers can maintain a dialogue about homework through their child's Reading Record Booklet, homework book (if applicable) or by contacting the class teacher through SEESAW.
- 4. If their child has any problems in carrying out the homework parents/carers should contact the class teacher through SEESAW.

Homework programme

- Parents/carers will be given specific details of their child's homework (Homework Expectations)
 together with information about what is taught each half term and throughout the year. Class
 overviews are available on the school website and detail what is taught over the year and also
 each term (Ready for start of Spring term).
- English and Mathematics will be the focus of the homework with other subject specific homework sent throughout the year (1 additional piece of homework Key Stage 2).





English activities

Parents can play a crucial role in helping their children to develop a love of reading from an early age. Pupils in Reception and Key Stage 1 will be expected to share and enjoy books and to read regularly with adults and as part of their reading homework. As children progress through Key Stage 2, regular reading continues to be crucial. This should take the form of reading to an adult, of reading on their own if the child is a fluent reader, or of using reference material to find information about a topic. All pupils should be encouraged to read regularly.

Other English based homework may include learning graphemes/phonemes that individual or groups of letters make, learning to recognise key words or letter patterns, learning spelling, practicing handwriting, planning and writing a story or answering any questions about a written text or to reinforce work done in class.

Mathematics activities

Initially children will be given tasks to develop their ability to count and combine numbers and to develop an understanding of mathematical vocabulary, including measures, shape, data handling etc.

As they progress children will be given number facts and tables to practice and learn. Formal mathematics homework may be set to reinforce work covered in class. Children may be given investigations to carry out or activities to develop their confidence and/or understanding.

Other curriculum areas

Where appropriate, pupils will be given additional tasks such as researching topics to support learning in class, reading in preparation for lessons, written tasks and preparing oral/visual presentations. (refer to Homework Expectations document)

Suggested time allocations for homework (guide and not statutory)

Year	Time	Type of activity
Reception and Year 1	Up to 1 hour spread across the week	Refer to Homework Expectation s document for home activities for each year group and Key Stage
ear 2, 3 and 4	Up to 1.5 hours spread across the week	HOMEWORK EXPECTATIONS EYES YEAR 6 All pupe for this war 1.5 have do all boar reading and quantity downward. There is in inspectation readown reportation between the planting and quantity downward. There is in inspectation readown reportation between the planting and quantity downward. There is in inspectation readown reportation between the planting and quantity all pupes will be a formation of the planting and planting and planting and planting and planting and planting and planting the planting and p
Year 5 and 6	Up to 2 hours each week	TYPE A Key Stage 1 (Years & 2) (Years & 2)

Responsibilities

- 1. The Headteacher has overall responsibility for the implementation of this policy
- 2. The teachers have responsibility for ensuring compliance with the policy