

**Whatever you do, work at it with all your heart.  
Colossians 2:23**



**St. Mark's C of E Primary School  
Homework Policy**

**Approved by governors: (date)**

**Reviewed January 2018**

**To be reviewed September 2019**

## **Mission Statement**

At St Mark's C of E Primary School we will:

- Welcome everyone
- Build Christian values and worship into our teaching
- Establish strong links between home, school and community
- Endeavour to reach our full potential and celebrate our achievements
- Care for, encourage and respect each other
- Support each other to stay safe, healthy and make a positive contribution to our World

*Our school is a place where every person has the right to be themselves and to belong and learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. We do not tolerate bullying.*

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

### **Rationale for homework**

Homework is a very important part of a child's education, and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper 'Excellence in Schools', in which homework was described as 'an essential part of good education'. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

### **Aims and objectives**

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;

to help children develop good work habits for the future.

### **Types of homework**

Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.

We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we give children books to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. Sometimes, we ask children to talk about a topic at home prior to studying it in school, or complete activities. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet. As they move into Reception they also receive maths and English work.

At Key Stage 2, we continue to give children a range of homework but we expect them to do more tasks independently. Each child in year 1 – 6 is given reading homework each week. The children are expected to be heard read, by a parent/carer, at least 3 times in one week; comments based on what they have read should be recorded into their individual diaries and handed to the teacher on a weekly basis. Children will be asked to consolidate the learning of their tables, as well as practise spellings.

Completed homework is acknowledged and praised.

### **Amount of homework**

As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing homework. We expect children in Years 3 and 4 to spend approximately 1 ¼ hours a week on homework, and children in Years 5 and 6 to spend approximately 2 ½ hours a week. This is in line with guidelines that were issued in 1998.

### **Inclusion and homework**

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' support plans. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

### **The role of parents and carers**

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents or carers should contact the governing body.

## **Use of computing**

The use of computing and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. On occasions where children are asked to do extra homework in the form of research, teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Parents or carers are advised always to supervise their child's access to the Internet.

When appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school.

## **Monitoring and review**

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents and carers complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way in which homework is organised in school.