



QUEEN'S PARK ACADEMY – HOMEWORK POLICY

INTRODUCTION

The Academy Policy for homework was developed and agreed by the whole staff and has the full agreement of the Governing Body. The Policy was approved and ratified by the Governing Body in January 2014.

Review Date: Spring Term 2015

AIMS

Through this Policy we aim to:

- Ensure that parents are clear about what their child is expected to do
- Ensure consistency of approach throughout the Academy
- Use homework as a tool to help continue to raise standards of attainment
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the Academy to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

THE NATURE OF HOMEWORK

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:-

1. The nature and type of homework changes throughout a pupil's school career.
2. Amount and frequency of homework should increase as a pupil gets older.
3. Homework should not cause undue stress on the pupil, family or the Teacher.
4. It will not necessarily come in the form of a written task.
5. Homework should be set regularly from the Year 3 to Year 6.

RECOMMENDED TIME ALLOCATION

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the Academy. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice it to be encouraged e.g. reading, spelling and times tables.

The following are government recommendations as appropriate time allocations for homework activities.

Year 3	1 hour per week
Year 4	1.5. hours per week
Year 5	2 hours per week
Year 6	2.5 hours per week

HOMEWORK TASKS

Listed below, are a number of example tasks and activities that may be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils and linked to activities occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

Activities may include:

One page of :

- Reading
- Spellings
- Literacy Activities (from homework book)
- Numeracy Activities (from homework book)
- Mathematics
- Reading aloud to an adult on a regular basis
- Learning spellings
- "Talk Homework" that involves discussing the focus for a future piece of writing
- Handwriting practise
- Reading comprehension activities
- Planning pieces of writing
- Planning presentations
- Researching topics
- Learning Times Tables
- Learning number facts and number bonds
- Practising calculation strategies learned in class

ROLE OF THE CLASS TEACHER

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work or in their homework diary, parents meeting or at an open evening if possible.
- To set regular homework in accordance with this Policy in the year group.
- To ensure that homework is set consistently across classes in the cohort/phase.
- To set homework that takes equal and racial opportunities into account and accessible to all.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To mark homework when necessary and give feedback to pupils.

ROLE OF THE HEADTEACHER AND GOVERNING BODY

- To check compliance with the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the Policy is being successfully implemented.
- Advise new parents to the School so that they are aware of the Home/School agreement and what it entails.

ROLE OF THE PARENT/CARER

- To sign a Home School Agreement regarding homework.
- To support the Academy by ensuring that their child attempts the homework.
- To provide a suitable place for their child to complete the homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the Academy by explaining how it can help learning.

At Queen's Park Academy we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over. However, there are times when we will want to see what children can do on their own. It is particularly important as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher. We always encourage both child and parent to communicate with the teacher via their homework books.

RACIAL EQUALITY AND EQUAL OPPORTUNITIES

All children have equal access and inclusive rights to the curriculum regardless of their physical needs, gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Queen's Park Academy is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

General

- Wherever possible staff should try to mark any homework that is returned by pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of Academy life. Marking homework is a way of keeping track of who has completed their homework and giving them feedback on how well they have met the objectives of the work. Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.
- If children are absent due to illness, we will not send homework home. We would assume the child was too ill to work.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree how it should be marked and what sort of help needs to be given. **In such circumstances the teacher should consult the Principal first.**
- Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher or Head of Year.

Review

Agreed by Curriculum Committee: January 2014

Ratified by

FGB: _____

This Policy will be reviewed in the Spring Term 2015