



## **Homework**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>May 2019</b>	<b>May 2022</b>	<b>Year leaders</b>	<b>Chair of Standards</b>

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2003
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe that homework is a number of tasks or activities which pupils are asked to do on their own or with their parents in order to reinforce curricular objectives and learning outcomes.

We believe homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We consider homework should be:

- interesting and rewarding for all children;
- linked directly to the current topic being studied;
- integrated into termly planning and set by the class teacher;
- personalised to cater for individual children's learning needs;
- clearly understood so that children understand when, what and how the work is to be done;
- valued by the class teacher.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

We agree with those parents who feel that homework should not be excessive and that children should be allowed time to build social relationships. It is very important that children have spare time for themselves in order for them to develop their character, skills and qualities to be successful in later life.

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We do not want to see homework damaging children's education and their home life by it creating tension between parents and children. We believe that there must be a balance with children doing some homework and time for them to explore, experiment and enjoy learning without them feeling pressurised.

We must not overdo the amount of homework that is given to children as they need some time to relax and recover after their day in school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

#### **Aims**

- To reinforce curricular objectives and learning outcomes by setting interesting tasks or activities.
- To create a strong partnership between home and school.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

#### **Responsibility for the Policy and Procedure**

#### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Standards Committee and to the Executive Headteacher to oversee the development of this policy;
- responsibility to annually discuss the setting of homework;
- delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;

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- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - ☐ discussing improvements to this policy during the school year;
  - ☐ organising surveys to gauge the thoughts of all pupils;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Executive Headteacher**

The Executive Headteacher will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- promote this policy by raising its status and importance;
- ensure that homework is built into teachers planning;
- ensure the amount of homework is not an excessive amount;
- provide supportive guidance for parents;
- keep up to date with new developments with regard to homework;
- make effective use of relevant research and information to improve this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- **monitor the effectiveness of this policy by:**

### **Role of the Teachers**

Teachers must:

- integrate homework into their planning;
- set interesting tasks or activities;
- set homework appropriate to each child's needs and abilities;
- explain when, what and how the work is to be done so that each child clearly understands;
- provide feedback in line with the marking and feedback policy;
- not give an excessive amount of homework.

### **Role of Parents/Carers**

Parents/carers are asked to:

- sign the Home-School Agreement indicating their support for homework;
- praise the value of homework to their children;
- read to their children every day;
- provide a suitable space in their home where their children can concentrate on their homework;
- establish a homework routine;
- provide materials pens, pencils etc.;
- go through the homework before their child starts and discuss the completed work when finished;
- make the experience pleasurable;
- find time to work with their child or be at hand if a problem arises;
- discuss, encourage and praise their child's efforts;

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- contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;
- ensure they get feedback on all homework tasks or activities;

### **Role of Pupils**

Pupils are asked to:

- complete their homework and hand it in on time;
- make sure they understand what is asked of them;
- make sure they get feedback on their homework;
- highlight to the School Council any ideas they may have to improve homework

### **Types of Homework**

All homework tasks and activities are designed to consolidate and reinforce skills and understanding in numeracy and literacy.

### **Time Allocation**

We recommend the following time allocation:

Foundation/Key Stage 1	Years 3 and 4	Years 5 and 6
Up to 1 hour per week	Up to 1.5 hours per week	Up to 2.5 hours per week

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website;
- the Staff Handbook;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- meetings with school personnel;
- communications with home such as weekly newsletters and of end of half term newsletters;

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - ☐ All aspects of this policy
  - ☐ Curriculum
  - ☐ Teaching and Learning
  - ☐ Home-School Agreement
  - ☐ Parent Involvement
  - ☐ Equal opportunities
  - ☐ Inclusion

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- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Linked Policies**

- Curriculum
- Home-School Agreement
- Teaching and Learning

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	