



# **The Consortium Multi-Academy Trust**

**Chair of the Members and Board of Trustees:** Dawn Carman-Jones

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## **Homework Policy**

### **Aims of this policy:**

- to clarify homework expectations for children, parents, teaching assistants and teachers
- to promote consistency across classes
- to ensure a coherent policy across all years of the school
- to promote stronger partnership between school and home
- to improve children's attitudes to learning
- to develop independent thinking skills

### **1 Introduction**

**1.1** Homework is anything that 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 to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

### **2 Rationale for homework**

**2.1** 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' and in the Ofsted framework where homework is seen as 'an essential part of good education'.

**2.2** We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents.

**2.3** One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

**2.4** Homework plays a positive role in raising a child's level of attainment. 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 wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

### **3 Aims and objectives**

**3.1** The aims and objectives of homework are:

- to enable pupils to make maximum progress in their learning and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership 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;

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- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

## **4 Types of homework**

**4.1** We set a variety of homework activities. In Reception we will link any homework activities directly to the identified Early Learning Goals or Possible Line Of Development (PLOD) and discuss these with parents.

**4.2** In Key Stage 1 we send home age appropriate tasks that may include; number bonds, times tables, maths games, reading, spelling patterns, phonics or handwriting sheets. Research activities and SEAL/PSHE tasks.

**4.3** At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.1 and 4.2 but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home. We also set homework as a means of helping the children to revise for tests as well as to ensure that prior learning has been understood. The pattern of weekly homework tasks will be: word level work, a reading opportunity, research or written tasks, tables and number bond practice and a maths reinforcement activity. In addition there will be an element of topic related homework.

**4.4** We will provide good quality resources for homework.

## **5 Amount of homework**

**5.1** We increase the amount of homework that we give the children as they move through the school. We expect children to spend approximately these times on homework per night:

- |                   |                  |
|-------------------|------------------|
| • Reception & KS1 | Up to 10 minutes |
| • Year 3          | 10-15 minutes    |
| • Year 4          | 15-20 minutes    |
| • Year 5          | 30 minutes       |
| • Year 6          | 30 minutes       |

**5.2** We give all the children a school planner where they or the teacher or teaching assistant records the homework, and where parents and teachers can make a daily comment.

**5.3** A record of completed homework will be kept by the teacher or teaching assistant. This will be monitored by subject leaders and Academy Head as required. The record will also be referred to during parent, teacher consultations.

**5.4** When possible the teacher will include the follow up to homework as part of a lesson.

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**5.5** For children who regularly fail to complete homework the teacher or teaching assistant will try to identify the reasons with the child. This may be followed up by a discussion with the child's parent/s.

**5.6** Staff will, whenever possible; provide catch-up homework opportunities at school.

## **6 Children with special educational needs**

**6.1** 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. If a child has special needs, 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 the Individual Education Plans (IEPs).

## **7 The role of Families**

**7.1** Families have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents 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.

**7.2** We ask parents to check the home/school diary at least once a week and to sign it as requested.

**7.3** If families have any problems or 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 Academy Head. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented; parents should contact the local governing body.

## **8 Monitoring and review**

**8.1** It is the responsibility of our local governing body to agree and then monitor the school homework policy.

**8.2** The school is committed to meaningful collaboration and consultation with all parents and will periodically use the 'Parent Forum' mechanism to open a dialogue and review aspects of school policy.

**8.3** The Academy Head will ensure that this policy is implemented, ensuring that equal opportunities and high expectations are maintained.

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## **Document Control**

### **Changes History**

<b>Version</b>	<b>Date</b>	<b>Amended By</b>	<b>Details of Change</b>

### **Approval**

<b>Name</b>	<b>Job Title</b>	<b>Signed</b>	<b>Date</b>
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	16/10/16
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	31/10/16

### **Equality Impact Assessment**

<b>Date</b>	<b>Name</b>	<b>Details</b>

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