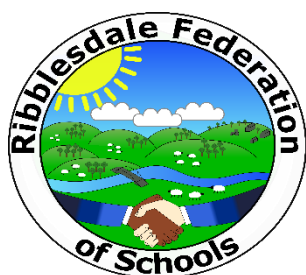


The Ribblesdale Federation of Schools



Homework Policy

Reviewed by: (T Ward; November 2021)

Approved by governors: December 2021

Review date: November 2024

Executive Headteacher: T Ward

Chair of Governors: P. Gibbons

The Ribblesdale Federation of Schools

Homework Policy

Introduction

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 primarily instigated by teachers to support children's learning, with provision for children to demonstrate and design their own learning opportunities. Parents may undertake additional homework with their children. For example, a parent who spends time reading a story to their child before bedtime is 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 continues to recognise homework as 'an essential part of good education'. Ofsted recognise the value of homework and appraise its effectiveness as part of their final judgement. 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. Homework is an important way of establishing a successful dialogue between teachers and parents. Our federation aims for children to develop as independent lifelong learners – homework is one way of encouraging this skill.

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.

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

Types of homework

We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time. We also ask Key Stage 1 children to learn spellings and complete

phonics activities as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying it in school. We may ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. When we ask children to study a topic or to research a particular subject, we encourage them to use the school, the local library and the Internet.

At Key Stage 2, we continue to give children the sort of homework activities as in Key Stage 1, but we expect them to do more tasks as independently as possible. In addition, homework may be set as a means of helping the children to revise for assessments as well as to ensure that prior learning has been understood. We set English and maths homework regularly as well as spelling and times tables practise. Foundation subjects are used for tasks occasionally.

Amount of homework

The amount of homework that we give the children is in line with the Government's previous recommended time allocation, as follows:

EYFS	1 hour per week	This includes daily reading and activities linked to phonics, weekly news book and weekly show and tell linked to topic work.
Years 1 and 2	1 hour per week	This may include reading, spelling and phonics, other English work and number activities, and the learning of times tables (Y2). Topic homework is given at least termly.
Years 3 and 4	1.5 hours per week	This may include English and maths, occasional assignments in other subjects, spellings, times tables and French challenges.
Years 5 and 6	2.5 hours per week	This may include a regular weekly schedule with continued emphasis on English and maths, but also ranging widely over the curriculum, spellings, times tables where needed and French challenges.

We recommend daily reading at home across every age group.

Inclusion

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 educational needs or disabilities, we endeavour to adapt any task set so that all children can contribute in a positive way. High prior attaining pupils have homework appropriate to their ability.

The role of parents

Parents have a vital role to play in their child's education and homework is an important part of this process. All homework will specify the focus and expected outcome to aid parents in supporting their child. 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.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. This is especially important if homework has not been completed so that teachers can help if a child has struggled with their work or know why homework has been delayed.

Key points

- Wherever possible, we set and collect in homework on a regular day so that parents know when this is likely to happen;
- Homework is recorded in planners or homework books so that parents and children are confident of their task(s);
- We ensure consistency between classes on the amount of homework allocated to pupils;
- Homework is differentiated where appropriate;
- Homework will normally be linked to class work;
- If homework has not been completed and an appropriate note from a parent or carer has not been received, the following steps can be taken:
 - A note will be sent to parents in the child's planner;
 - If this does not normally happen, and the homework is not being used in class on that day, pupils may be given a chance to get the homework in the next day;
 - Homework may be asked to be completed during playtime in school or sent home again;
 - Homework may not be marked until the following week.

Monitoring and review

It is the responsibility of our governing board to agree and then monitor the school homework policy. This is done by the committee of the governing board that deals with education issues.

Dissemination of the policy

The full policy is available to parents and carers and pupils on request and is also available via the school website.