



2. Education

2.5 HOMEWORK POLICY

Rose Hill Westonbirt School believes strongly in the importance of regular homework and individual study by its children. It is an important element within the School's educational programme and needs to be carefully planned and explained. To be effective and to help with the reinforcement of what is being taught, staff are expected to set suitable homework according to the timetable.

Homework or 'Prep' time is published on the timetable. These must always be set and should be designed to occupy the children for the full duration of the session. Learning preps are not encouraged as a general rule since it is felt that young children do not undertake them with any degree of care or seriousness. Should they be set, staff are urged to follow up this type of prep with a test of some kind to determine how much has been retained.

Homework should be set for each child according to the homework timetable and, before the end of the lesson, time should be allowed for older pupils to enter the prep set into their Diaries. The tasks set must take into consideration the individual needs of children with specific learning difficulties and must be appropriate to particular needs.

To this effect there is a fixed amount of time allocated each day to homework. Children are issued with a Homework Diary to help their organisation. It is regularly monitored by teachers.

The Diary exists to provide:

- i) an aide-memoire for children;
- ii) a record, for staff and parents, of homework set;
- iii) a means of communication between parent, teachers and the Head Teacher.

The use of the Homework Diary

Older pupils should write down what homework has been set. Children who miss lessons should make it their responsibility to find out what homework has been set, and to catch up with both class work and homework missed as soon as possible.

Instructions to Children

- i) The Diary must be brought to all lessons and all registrations. All homework set must be recorded neatly and accurately.

Instructions to Teachers

- i) Insist that older pupils record homework tasks in the Diary and allow sufficient time during the lesson for the record to be made.
- ii) Inform the Head Teacher if a child persistently fails to produce the Diary.

Requests to Parents

- i) To check and sign Diary at the end of every day.
- ii) To use the Diary as a means of communicating with Subject Staff and the Form Tutor.



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The purpose of homework is to:

- encourage children to develop the practice of independent study;
- develop perseverance and self discipline, and allow practice, of skills;
- permit more ground to be covered and more rapid progress to be made;
- enable class work to concentrate on activities requiring the teacher's presence;
- open up areas of study and to make possible the use of other materials;
- enable children to prepare adequately for future lessons.

The characteristics of good homework are that it:

- has a sense of purpose (from the above examples) which is clearly understood by teachers, and children;
- is differentiated;
- is varied.

The school policy is that homework should be set according to the homework timetable and marked promptly.

Homework should follow up ideas and concepts introduced in class lessons in order to check that work taught has been thoroughly understood.

It is essential that reading takes place each evening and we issue specific guidelines to parents on how to listen to reading. Reading and record books (plus other homework) must return to School each morning so that follow-up can take place.

Year group homework times are issued to parents at the start of each term.

Recommended Homework Times

Key Stage 1: 10-15 minutes

Year 3: 1 prep per night (excluding Wednesdays) of 15 minutes & 2 on a Friday

Year 4: 1 prep per night (excluding Wednesdays) of 15 minutes & 2 on a Friday

Year 5: 1 prep per night (excluding Wednesdays) of 25 minutes & 2 on a Friday

Year 6: 2 preps per night (excluding Wednesdays) of 20 minutes & 2 on a Friday

Year 7-8: 2 preps per night (excluding Wednesdays) of 30 minutes & 2 on a Friday

Wednesdays are excluded from Homework in Years 3-8 due to the number of children who participate in sports fixtures on Wednesdays.

Staff should make every effort to check and mark all homework as soon as possible after it is handed in.

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', where homework was seen as



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'an essential part of good education'. 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. 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.

2.2 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 children to make maximum progress in their academic and social development;
- to help children 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;
- 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 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 spent reading with their child. We also ask Key Stage 1 children to learn spellings or mathematical tables as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes we 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 and local library and the Internet and CD-ROMs.

4.2 At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.1 but we expect them to do more tasks independently.



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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 examinations as well as to ensure that prior learning has been understood.

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 Key Stage 1 children to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in years 3 and 4 to spend approximately 15 minutes per night on homework and children in years 5 and 6 to spend approximately 40 minutes per night. This is in line with the DfES guidelines that were issued in 1998.

5.2 We give all the children a school diary where they or the teacher or learning support assistant (LSA) records the homework, and where parents and teachers make any relevant comments.

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 children who are named on the register of special needs, we refer to the Individual Education Plans (IEPs).

7 The role of parents

7.1 Parents 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 parents 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 Deputy Head (Academic). Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the Head Teacher.

8 Monitoring and review

8.1 It is the responsibility of the Head Teacher to agree and then monitor the school homework policy. Parents complete a questionnaire during the school's ISI inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between ISI inspections, by any parent. Our governing body may, at any time, request from our Head Teacher a report on the way homework is organised in our school.



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Signed.....

Date.....

To be reviewed by