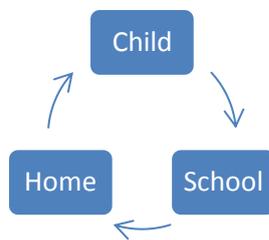




Rationale:

Homework is important. It is important when it adds value to classroom learning. It is important when it offers learning that feeds back into the classroom environment, opportunities for pupil-led learning which are exciting, enabling and creative. Homework should involve learning opportunities which generate a culture of high expectations, reflecting the values and culture of the school.

Children spend 70% of their waking hours outside of school. Thus, the power of 'out-of school' is very significant in a child's development and potential at school. Research shows that there is a very strong correlation between engagement with learning at home and academic success. Homes that include high parental aspirations and involvement, a rich language environment, academic support and guidance and opportunities to explore new ideas (stimulation) connect and empower children. At Tywardreath School we therefore believe the education of our pupils is best when a strong partnership exists:



Our intention is to work alongside parents in order to develop an effective homework programme. A programme which gives our pupils the opportunity to share, reinforce or extend what is learnt at school. A programme that aims to achieve the following objectives:

- To improve and strengthen the partnership between school, parents and pupils and actively encourage parental involvement in their child's learning.
- To make full use of learning resources in the home and community, providing opportunities to be creative
- To consolidate, reinforce (and ultimately apply) skills and understanding, especially in Literacy and Numeracy.
- To extend school learning through additional reading and research.
- Showcases individual strengths and develops confidence
- To develop independence, responsibility and self-discipline needed for independent study as well as preparation for the secondary phase (KS3)

It is our policy to further the learning and skills of all our pupils with a carefully thought out and purposeful homework routine which also takes into consideration individual family situations and weekly commitments. It is about developing a quality framework for setting homework which both complements and contributes to classroom learning.

Aims:

The aims of this Policy are:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help to 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 school 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 the individual pupil.
- 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 Homework Partnership:

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

1. The nature and type of homework changes throughout a pupils school career.
2. Amount and frequency of homework should increase, as a pupil gets older.
3. Homework should not normally cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task. Some weeks may be creative, others may be skills/knowledge based.
5. Homework is set regularly from the Foundation Stage to Year 6.

Recommended Time Allocation:

Homework should never be too onerous nor should it ever create undue stress within the pupil’s family. If parents have any concerns they should not hesitate to contact the school. Normally, a minimum of five school days will be allowed for the completion of longer homework tasks, except where daily practice is to be encouraged e.g. reading, spellings and times tables.

The following are school recommendations as appropriate time allocations for homework activities:

Years 1 and 2 - 1 hour per week	Years 3 and 4 - 1.5 hours per week	Years 5 and 6 - 30 minutes per day
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The children can have up to two main homework books:

- i) Reading Log – every pupil in the school regardless of age (some high achievers earn the right to record their own reading).
- ii) Homework Book – pupils are encouraged to complete tasks in these books and to return to the class teacher on the week day requested.

Role of the Class Teacher:

- **Teachers will send home a curriculum letter detailing topics/subjects at the start of each term.**
- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. We will provide further opportunities for parental feedback and ongoing dialogue with regard to homework through parents’ evenings.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes.
- To set homework that takes equal opportunities into account.
- To ensure any homework is purposeful and links directly to the taught curriculum.
- To reward and praise children who regularly complete homework tasks.
- To mark homework and give feedback to pupils and parents.

Role of Parents/Carers:

- To sign a home school agreement dealing with homework.
- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage, praise and reward 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 school by explaining how it can help learning.

At Tywardreath School 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 too much. However, there are times when we will want to see what children can do alone. 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.

If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. It is not possible to give homework when parents take holidays in term time.

Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher or target group teacher.

FOR A CLASS-BY-CLASS BREAKDOWN OF HOMEWORK EXPECTATIONS & ROUTINES – SEE ATTACHED CHART.

Monitoring and Evaluation

Monitoring will be carried out regularly by the Headteacher/Senior Teacher and relevant Governor. Monitoring may be in the form of lesson observations, pupil conferencing, planning and work scrutiny. A timetable of monitoring will be built into the School development plan.

Equal Opportunities and special needs issues

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Evaluation of Policy:

This policy forms part of our annual school self-evaluation process and will therefore be monitored in accordance with the School Development cycle by

- ❖ Headteacher
- ❖ Senior Teacher responsible
- ❖ Governor responsible

This policy was reviewed in a Governors' curriculum meeting in XXXXXX. It was taken to a Parents Forum for consultation in XXXXXX. The next review is due in the Spring Term 2016.

Policy adopted by staff: _____ (/ /)

Policy adopted by governors: _____ (/ /)

Date for review: Summer Term 2016

Signed: _____ (Headteacher)

_____ (Governor)