



St George's CE Academy

Homework Policy

Statement of intent

At St George's CE Academy, we believe that homework plays an important part in a child's education. Homework is important in reinforcing learning which has taken place in class and developing independent study.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We have given careful consideration to making homework well-balanced across the school.

Aims

St George's CE Academy's Homework Policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to homework.
- Ensure that parents have clarity on what their child is expected to do.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning and to keep them informed about the work their child is covering.
- Use homework as a tool for raising standards of attainment.
- Improve the quality of the learning experiences by extending it beyond the classroom.
- Give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day.

1. Responsibilities

1.1. The role of the headteacher and governing body:

- Monitor and review the effectiveness of the policy.
- Discuss with staff how far the Policy is being implemented.
- Meet with parents as appropriate.
- Support parents with information about homework.
- Inform new parents about the Homework Policy.
- Place the Homework Policy on the school's website.

1.2. The role of the teacher:

- Plan and set up a regular programme of homework for pupils
- Provide an explanation of homework tasks and ensure pupils understand what they have to do.
- Ensure all homework given is purposeful and links directly to the curriculum.
- Set homework that is appropriate to the child's ability.
- Monitor homework regularly and make sure pupils are completing it.
- Communicate with parents if there is a problem regarding homework.
- Be available for discussion if necessary with parents and pupils about homework.
- Ensure homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Reward quality work and praise children who regularly complete homework.

1.3. The role of parents/carers:

- Support their child in completing homework.
- Become involved in their child's homework and encourage their child to have a positive attitude towards it.
- Make sure that their child completes homework to a high standard and on time.
- Provide suitable conditions and resources for their child to complete homework.
- Praise their child and celebrate achievements with regard to their homework.

- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning and homework.

1.4. The role of pupils:

- Take age appropriate responsibility for their own learning and submit completed work in a timely manner with help from parents.
- Have a positive approach towards homework.
- Put the same effort into homework as would be expected of class work.
- For older children, make sure they understand the tasks that have been set and seek clarification if required.
- Ensure that they have everything they need to complete homework and return to school all books/stationery needed to complete their homework.
- Take pride in the presentation and content of their homework and perform to a high personal standard.

2. Homework Tasks

- All pupils will have homework books in which they complete their homework. Children in Reception may have a homework pack.
- Every pupil will receive homework and spellings on a Friday afternoon to be returned the following Wednesday morning. Year 6 children will have additional homework when deemed appropriate by their teachers.
- Homework will be marked every week (by the teacher, TA, child or peer) and returned to the child in the homework book.
- Parents/carers are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child's class teacher. Feedback from parents about their child's homework is also welcomed by the school.
- Teachers may occasionally set extra homework for the whole class if they feel it would be beneficial.

3. Pupils who do not complete homework

Whilst we encourage all children to complete homework and hand it in on time, we do recognise that there will be occasions when this is not possible. We ask that if there are exceptional circumstances a note is provided to the class teacher explaining this. Children may be given additional time at play or lunch time to complete any homework that is not handed in on time.

4. Marking homework

Homework may be marked in a variety of ways and will be ticked to show that it has been acknowledged by the teacher. Occasionally, the work may be marked orally with the child or class. Teachers might not mark homework that is handed in late.

5. Pupils with SEND

While pupils with SEND may benefit from special tasks separate from the homework received from other pupils, it is important that they also do as much in common with other pupils. There will be occasions when the teacher sets different spellings and maths homework to ensure SEND children have work pitched at the correct level.

6. Equal Opportunities

At St. George's Academy, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability

7. Policy review

This policy is reviewed every two years by the Head teacher.
The scheduled review date for this policy is September 2024

Adopted by Full Governing Body: September 2020

Initial review: July 2021

Review: September 2022

Next review September 2024