

# **GRIFFIN PARK COMMUNITY PRIMARY SCHOOL**



## **Homework Policy**

**This policy has been impact assessed by Catherine Clayton-Young in order to ensure that it does not have an adverse effect on race, gender or disability equality.**

## Homework Policy

Written by	Catherine Clayton-Young
Ratified by Governors	
Date for Review	
Signed – Chair of Governors	
Signed – Headteacher	

### Safeguarding Statement

At Griffin Park we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Griffin Park. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

### Wellbeing Vision

At Griffin Park we recognise the importance of emotional wellbeing. We understand that the wellbeing of our children is affected by the wellbeing of the adults they interact with, therefore it is essential that we help protect and promote the emotional health and wellbeing of each and every member of our school community.

### 1. Rationale

Our school believes that homework is an important part of every child's entitlement. However, in order for it to be effective, it should be consistently applied across and within year groups.

The purposes of setting homework must be clearly understood by the whole school community.

The purpose of homework at our school is:

- the consolidation of skills and knowledge taught at school
- parental awareness of the curriculum
- developing self-discipline and responsibility
- providing opportunity for independent learning.

Homework should not:

- become a source of anxiety
- cause conflict in the home or conflict between home and school

- encourage children to copy material
- be done by parents.

In this policy, we aim to set out clearly what we expect from members of staff, children and parents. We aim to establish a clear dialogue and open lines of communication so that any problems are quickly shared and addressed.

## 2. Content

Homework is set throughout the school from Foundation Stage

**In Foundation Stage**, the children will be set weekly tasks and challenges by the class teacher. We would like children to read for a minimum of five minutes a day. We also believe that parents should read books to their child. Sharing books is just as valuable in aiding a child's progress in reading as is your child reading to you or to their teachers.

The children will also have reading, spelling and number homework which will alternate each week.

**In Key Stage 1** we ask parents to support their child through home learning. This includes reading daily for about ten to fifteen minutes each day. (Remember this can include sharing books and you reading to your child.) In addition, **Year 1**, children will be given spellings and a maths activity and also a learning log to reflect on some of their learning in the week **Year 2** children are set a weekly Maths activities and spellings to learn and also a learning log to reflect on some of their learning in the week. Practical activities such as weighing cooking ingredients, handling real money and familiarising children with measures are of great value.

**At Key Stage 2**, we continue to give children similar homework activities outlined for Key Stage 1, including maths facts and spellings but we expect them to do more tasks independently.

In **Years 3, 4 and 5** children are expected to read for a minimum of 10-15 minutes a day but we would still strongly encourage you to read with and to your child too as it is so valuable to both the children and adults. The children will also be expected to reflect on some of their learning from school in their learning logs.

In **Year 6**, in addition to the above, **the** children may also get activities related to SATs to practise at home.

Homework for every year group consists of:

- weekly spellings, number work/tables and reading
- Learning Logs

We also invite parents to:

- encourage their children to read widely and frequently and take them to the library
- encourage their children to participate in a variety of sports and leisure activities
- discuss the school day with their child.

## 3. Learning Logs

The children are asked to complete their learning logs on a weekly basis. The range of topics in their learning log have been taught that week and therefore it gives the children an opportunity to reflect on their learning. Children may use pictures, writing, photographs, labelled diagrams, pop up pictures and fold away flaps, to present their work. They can present their homework however they

like! Homework will be given out on a Friday and returned by Thursday. If your child needs some help with their homework, we have homework club every day after school for KS2 children.

Children can complete one piece in more depth of the three they are given, two of the tasks or all three. This work is reflective of their learning and therefore benefits the child, as it has meaning and deepens their learning.

In some cases, no written work may be needed as part of the task set. Instead, it is acceptable to ask children to find out information, to watch a particular programme or complete some other speaking and listening activities.

The benefit of our learning logs is that they are accessible to all children at their own level, whilst giving them the opportunity to develop and deepen their understanding. They can be done at home or in school, at homework club, with parental support or with no support at all. This means that more of our children are completing homework in every year group.

#### **4. Equal opportunities**

It is important to keep in mind the balance of tasks we set over the term and year. We try to ensure that:

- tasks set require different skills, e.g. speaking and listening as well as reading and writing
- tasks are not only literacy and numeracy based but represent a balance across the curriculum
- tasks target the interests of both boys and girls over a period of time
- tasks set allow for the different resources pupils have at home and do not mean that some will be unable to complete them – if this is the case alternative arrangements should be made.

#### **5. What we expect from teachers**

We expect teachers to follow this homework policy and speak to a senior member of staff if they have any concerns about its implementation.

All home-school books must be checked at least once a week and appropriate responses made to any comments from parents.

We expect teachers to convey a positive approach to homework setting and ensure that constructive feedback is given to help pupils progress.

Year groups must include an outline of homework expectations in their introductory letter in September.

#### **6. What we expect from pupils**

We expect pupils to do their best to complete any homework set.

We expect pupils to read and reflect on any feedback given.

We expect pupils to ask the teacher if there is any aspect of their homework they do not understand.

We expect pupils to be responsible for their homework book.

## **7. What we expect from parents**

It is important that parents understand their role in supporting children with homework. This is explained in the school prospectus, chatty letters from each teacher and induction information.

Contact with parents about homework should reinforce our view that homework is a positive learning opportunity and not a cause of anxiety.

We ask that parents:

- aim to provide a suitable space where children can study, write and read without interruption
- encourage good working habits and routines around the completion of homework
- let us know if any problems emerge with the completion of homework
- sign their child's reading diary at least three times a week
- ensure that the homework is returned or completed online promptly.

## **8. Feedback to children**

Homework is marked every week and on occasions an extended comment will be made. Children should be given time to read comments and respond themselves.

## **9. Monitoring**

- Every term a sample of homework books will be selected from each class and feedback given.
- During the spring term English and Mathematics subject leaders engaged in observations will be asked to include a comment on the homework set in their subject.
- Key Stage leaders are responsible for overseeing the effective implementation of this policy across their year group.

## **10. Use of ICT**

A copy of the school's E-Safety policy is available from the school office and may also be found on the school website. The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet. The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words.

The children are not achieving anything worthwhile by copying, pasting and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. Please see our school website; class pages will have details of suitable programmes for your child's age group.

## **11. Monitoring and review**

It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Our homework policy is reviewed annually by the Senior Leadership Team and the School Community.

### **12. Equality Impact Assessment**

Under the Equality Act 2010 and 2017 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Reviewed November 2024