Homework Policy review

Rationale for Homework

Homework is a very important part of a child’s education and can add much to a child’s development. 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.

 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, when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

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 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.

In January 20, the teaching staff carried out a quality of homework analysis, with a sample of 25% of each class.

Our analysis of homework has identified a shift away from the quality of some homework returned to school, with a particular decline in quality of homework in

some year groups. This was more evident in the P1-3 year groups, particularly around reading activities, reading record updates. Written work in Maths and English, spellings, mental maths had a higher quality standard, throughout the school.

This was followed up by a parental questionnaire- Appendix 1

Homework will be more consistent with a schedule of homework activities.

Improvements

* We have invested in “Bug club” for reading homework and comprehension tasks. Pupils will be set books based on their guided reading groups in school. Pupils will need to complete each book in the set to progress to the next set.
* We have invested in “mymaths” app to compliment and support maths homework.
* Homework will be more consistent with a schedule of homework activities.
* Problems with homework can be exchanged via see-saw
* Teaching clips can be used to support learning.

Homework Activities.

We set a variety of homework activities. This will include a set schedule of homework activities, for Monday to Thursday. There will be a degree of flexibility built into this schedule, to allow for extra-curricular activities that the pupils are involved in, outside of school.

The class teacher will provide a homework schedule at the start of each school year.

All homework activities will be recorded in the pupils’ homework jotter, parents should sign the homework on a weekly basis and make any relevant comments, when necessary.

At Foundation stage – P1 & 2 – homework will consist of the key areas of learning and will be sent home on a Monday and returned to school on a Thursday. The FS homework will be based around the children’s play based learning topics, there will be an extensive list of activities but it is not proscriptive list.

Key Stage 1 (P3 – 4)

Bug club is extended into P3 & P4. My maths and purple mash activities will be included.

We encourage the children to read independent and expose them to a range of genre and factual books. 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 number facts 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 homework 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. They may have models to make to illustrate their work e.g . Anderson Shelter.

Key Stage 2, (P5-7)

In P5, 6 & 7, we continue to give children the sort of homework activities outlined but we expect them to do more tasks independently. We set literacy, numeracy and topic-based 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.

 Homework should always be an extension or reinforcement of what has gone on previously in school. It will not take the place of teaching.

**Range of homework activities**

Reading

Spellings

Mental maths

Literacy

Numeracy

Topic based activity

Grow in love

Grammar & Punctuation

Amount of homework

Children are expected to read for 10–20 minutes every night. Parents should listen to reading and take turns to read with their child.

We increase the amount of homework that we give the children as they move through the school. We expect **P1-2** children to spend approximately 60 – 90minutes a week, doing homework, although this should include reading with a parent.

We expect children in **P3 & 4** to spend **approximately 20-30 minutes** per night on homework and children in P5, up to 60 minutes a night inclusive of reading**. P** **6 and 7** to spend approximately **60-90 minutes** per night, this may include reading time.

1. Pupils with special educational needs

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

7 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. 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.

 We ask parents to check the homework daily and to sign it.

 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 head teacher.

Note that if a pupil is off school for non –Covid reasons, no school work will be set by the class teacher. Homework can be requested by the child’s parent via see-saw.

Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the governing body.

Monitoring and review

8 It is the responsibility of our governing body to agree and then monitor the school homework policy. Our governing body may, at any time, request from our head teacher a report on the way homework is organised in our school.

Signed:

Date:

**Appendix 1**

**Homework Questionnaire for Parents**

**WHOLE SCHOOL:**

91 possible responses: 44% Response rate

**Gender**

A boy □ 45/91

A girl □ 46/91

**Where the number of responses does not tally with the number of completed questionnaires, either no response has been given or more than one response has been selected.**

2. What do you think about the amount of homework your child gets?

It is usually too much □ 10/91

It is just about right □ 53/91

It is too little □ 22/91

It varies too much to say □ 5/91

3. How difficult does your child usually find his/her homework?

It is usually too easy □ 4/91

It is just about right □ 62/91

It is too hard □ 4/91

It varies too much to say □ 19/91

4. My child learns a lot from doing his/her homework

I don’t know □ 2/91

Strongly agree □ 16/91

Agree □ 55/91

Disagree □ 12/91

Strongly disagree □ 3/91

5. Doing homework helps my child to become independent

Don’t know □5/91

Strongly agree □ 16/91

Agree □ 48/91

Disagree □ 19/91

Strongly disagree □ 6/91

6. My child knows what he/she needs to do for homework

Don’t know □

Always □ 27/91

Usually □ 28/91

Sometimes □ 35/91

Never □

7. I see my child’s homework

Strongly agree □ 9/91

Agree □ 21/91

Disagree □ 22/91

Strongly disagree □ 2/91

Don’t know □ 36/91

8. My child usually enjoys doing his/her homework

Don’t know □ 36/91

Always □ 31/91

Usually □ 27/91

Sometimes □ 24/91

Never □ 9/91

9. Homework is a cause of tension at home

Not sure □

Very often □ 13/91

Often □ 2/91

Sometimes □ 38/91

Never □ 38/91

10.Homework is better when it is linked to the work done at school

Always □ 81/91

Usually □ 8/91

Sometimes □

Never □

Not sure □

11.Do you feel there is ‘pressure’ to ensure that your child’s homework is ‘all right’?

Strongly agree □ 39/91

Agree □ 46/91

Disagree □

Strongly disagree □

Don’t know □ 6/91

12. I am satisfied with the feedback from teachers

Very often □ 25/91

Often □ 40/91

Sometimes □ 23/91

Never □ 3/91

13.Homework menus with open ended tasks are better than worksheets

Agree □ 14/91

Disagree □ 53/91

14.I feel that I don’t have enough knowledge to help my child with his/her homework

Strongly agree □ 4/91

Agree □ 14/91

Disagree □ 53/91

Strongly disagree □ 13/91

Don’t know □ 4/91

15.I worry that I might be doing things that are unhelpful to my child’s learning

16.The teacher needs to explain homework tasks more clearly

17.Which of these sources of advice on homework (if any) would you welcome and use if

available

18.Which topics (if any) would you welcome advice on

Reading with my child □ 16/91

Learning spellings at home □ 21/91

Learning multiplication/division □ 66/91

Learning subtraction/addition □ 47/91

Something else (please specify) □

Verbs & adverbs/How to tell the time/Chunking Method?

Information Leaflets □ 58/91

Parent’s workshops in the evening □ 25/91

Information pages on the school’s website □ 58/91

None of the above □ 4/91

Something else (please specify) □

17.Which of these sources of advice on homework (if any) would you welcome and use if

available

Strongly agree □ 8/91

Agree □ 22/91

Disagree □ 46/91

Strongly disagree □ 9/91

Don’t know □ 3/91

Very often □ 8/91

Often □ 5/91

Sometimes □ 42/91

Never □ 36/91

19.If your child fails to do homework then :

You should be told immediately □ 50/91

You should only be told if it happens repeatedly □ 23/91

There should be no further action □

Homework should be completed in playtimes/lunchtimes □ 21/91

Something else (please specify) □

20.Overall, do you support homework being given each night from Monday to Thursday?

Yes □ 47/91

No □ 41/91

Yes/No 3/91

21. Do you support homework not being given over weekends?

Something else (please specify) □

 Would be useful Homework Club/e‐mail/text

to have a weekly homework club where parents can

come with kids as an option if child is ‘stuck’ and parent doesn’t know

how to help.

 The reason for not doing homework should be sourced first, as my

child may need additional support. Parents should be informed. I

would make a note in the homework book or on the sheet.

 3 Strikes: 1. Benefit of the doubt. 2. Lunch time/Play time. 3. Parental

Meeting

21. Do you support homework not being given over weekends?

Yes □ 47/91

No □ 41/91

Yes/No 3/91

**Comments**

 She has other outside interests and there needs to be a balance.

 Not every night, but certainly 2x per week.

 Not for a 5 year old.

 Depends how much it is.

 But amount of time required to complete should be relevant to age

group and ability.

 Yes, if it’s reading.

22. If you answered yes to Question 22, what do you think are the most important reasons for

saying yes?

Please write the numbers 1‐5 in the boxes, with 1 being what you think is most important

**Most**

**Important**

It helps to develop independent working 19/91

It reinforces work begun in school 14/91

It is good practise for post‐primary school 19/91

It raises children’s attainment 14/91

It keeps parents informed about school work 10/91

23. If you answered no to Question 22, what do think are the most important reasons for saying no?

**Most**

**Important**

Children have worked long enough in school and do not need work at

Home 10/91

Homework cuts into family time at home 12/91

Homework can be a cause of friction and anxiety at home 8/91

A lot of school work is done differently to how parents did this when they

were at school 8/91

It stops children in participating in other activities – sports activities an

Clubs 15/91

Other Comments:

 I would like my child to have more homework, in preparation for future study.

 Answers based on the impression that Reception homework consists of reading & spelling.

 As long as there is a balance between children doing work and being allowed to play, then I

see no problems with homework.

 My answers are based purely on homework received at the moment. I fully support

homework as it keeps parents informed as to what their child is learning in school, and gives

parents an insight into their child’s ability.

 As in Reception the focal areas are reading and writing, I think it may be a nice idea to have a

homework book for sharing writing to encourage the children to develop their imagination

and writing skills. This could be one chosen topic to write about over the weekend, e.g. ‘Going

to the park’ – What did you do? What did you see? Who did you go with? etc

 Homework is a good thing and my child enjoys it as long as it isn’t too much. My child feels

proud when she has completed a project.

 Giving the kids too much homework can/may put pressure on them to make sure they

complete it on time. Weekends are to spend time with the family and enjoy themselves.

 If you can please give the homework on a daily basis that would be much more helpful. Then

children can revise what they have done in school.

 Because of work I wouldn’t have the time necessary to accommodate homework every night.

 I agree if it’s reading, but more work is too much 4 nights per week.

 I think a homework club may be useful for children who may benefit from extra help. I also

think weekend homework is helpful especially for working parents who may finish work later.

 I think homework should be based on the work being covered in class with the amount given

being age appropriate to be increased year on year.

 Current ‘Topic’ style homework requires constant oversight & input. More subject type work,

i.e. maths, writing, grammar etc. would allow discussion & independent working with parental

support. Topic work feels more like work for us.

 The homework given is a good exercise for research but think that it could be made a little

easier for my child to be able to do a little more on their own. Maybe some small amount

through the week as well as their reading book. Maths maybe!

 Homework should be varied throughout the week: ‐

MON/WED/FRI – Reading

TUES – Spelling/Writing

THURS – Maths

EVERY TWO WEEKS – A written piece, Story/Report.

Homework Tasks should be detailed in the book sent home with children, e.g. We

continued to read many pages a night with our child, not knowing we only needed to read

8‐10 pages. Some working parents cannot attend homework information classes &

therefore rely on written communication. Homework should also where possible be

focused on the areas a child needs greater help, i.e. reading, writing, spelling, maths etc

Parents could gauge their child’s abilities through the homework rather than waiting for

parent’s evening.

 I would like to see the more traditional homework tasks brought back every week, i.e. maths,

spellings, English etc. rather than a topic every 4 weeks or so. When I look at family members

children, they all seem to get homework more often and more traditional learning. I am all for

topic related homework as well, but in years gone by, my older son used to get homework

every week which consisted of maths, English etc. This also keeps a parent up to speed with

where the children are up to with schoolwork rather than getting an update from the

newsletter & parent’s evening.

 Homework so far has been too difficult. It is explained in language which is beyond a six year

old. Also is in ‘school speak’. Understandable by teaching professionals but not by parents.

 Initially I agreed with homework being given & have seen the benefits of it. However, I am

beginning to wonder whether the pressure of homework now will have a detrimental effect in

secondary school, after all they are only children.

 We find the homework sent home is interesting and enjoy supporting our daughter whilst she

completes it.

 Giving the kids too much homework may/can put pressure on them to make sure they

complete it on time and weekends are to spend with family & enjoy themselves.

 I would like to clarify that I am happy for reading to be given each day as I feel this is

important and can be easily incorporated into the bedtime routine. I don’t however support

other aspects as well as reading each night. I feel this is too much especially for a child who is

in school until after 5 p.m. We also need family time and other school activities.

 I think reading every night if possible is important, then maybe a task sheet midweek, then

homework every weekend. If homework is given every night I think it puts too much pressure

on the child and parents, as a lot of parents work shifts. It’s hard to give that time every single

evening.

 My child really enjoys doing her homework. She is enthusiastic about it and the tasks are

interesting and fun to complete.

 The topic homework my son brings home every so often does not promote independent

learning. I have to help him rather a lot. Worksheets could be better, as he could do them with

less supervision.

 Completing the learning log activity (once a half‐term) is an appropriate way to reinforce the

IPC topic currently being taught. As parents we would be comfortable with the occasional

reinforcement of skills.

 I think if homework is given during the week you should be allowed a few days to do it, as my

child has lots of extra‐curricular activities.

 Homework is essential and prepares children for the requirements needed in high school.

However, as always, flexibility and understanding family needs also should be taken into

account.

 For me homework 2 nights a week should be a fair amount for most families to achieve

together.

 Q19: Many of the methods used for working out multiplications etc. have changed from my

time at school, so up to date information on these would be helpful.

 Q14: I think the current system of alternating between open ended tasks and worksheets is a

good one, and this stops children becoming bored with their homework.

 I am happy with the amount of homework my child gets, but doesn’t need more.

 My child enjoys the topics and researching.

 I think the teachers should take more responsibility for ensuring homework (and reading

books) actually get taken home. It wouldn’t take much for one of them to be stood at the door

when the children leave and send them back in to collect their homework, if they’ve forgotten

it.

 Don’t see point of learning logs where pupils have a few weeks to complete work, then leave

it until night before and rush it. It then stresses the child out trying to get it done. Not one

subject has interested my son. He hates them.

 I support homework being given on any day, although not every day, and as long as it is not

handed in the next day, as this can cause problems with other activities for them and other

children and can affect family activities.

 I feel my child has more time to complete homework during the weekend.

 At the moment my son is given homework Wednesday & Thursday. I think this should be more

spaced out.

 Because of the hours worked by both parents, family time at the weekends is very important. I

don’t mind my child getting homework as long as it is a reasonable amount and that it doesn’t

impact on family time.

 My child seems to only bring homework home from Wednesday; he has none early in the

week. I thought he would get some every night Mon‐Thurs and/or Friday. In High school he

will be expected to do more. Should that not start as soon as the pupils reach junior level?

 Sometimes I think it would be more helpful if an example of work could be given at the

beginning of the year and one of that child’s from the end of the year, to show what is

expected at that age. Although obviously everybody is different so that I suppose would be

hard to do anyway.

 I think there should be daily homework which is compulsory. If homework is not completed

then the child should have to miss break time to do it. I understand that some kids struggle

though, so an advice sheet for parents, e.g. once a week to accompany homework, would be

great.

 Homework creates a lot of stress especially when my son struggles to complete it correctly and

becomes frustrated and upset. He acknowledges that there are homework clubs which I think

he feels are beneficial if they run on a more regular basis.

 Believe that homework should be given over the weekend, because during the week due to

other activities it causes late bed times.

 I feel that homework as is, is just about right. I feel that 2/3 times a week would be a correct

balance.