



Sidcot
Live Adventurously

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1. Introduction

- 1.1 Homework is anything 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 the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

2. Rationale for Homework

- 2.1 Sidcot believes that the ability to work independently is vital to the development of students who will become life-long learners. Well-structured and relevant homework helps to foster these all important skills of independent learning. Homework should always be in context and should support, reinforce and enhance current classwork.
- 2.2 Homework plays a positive role in raising a child's level of attainment. However, 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 activities of various out of school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

3. Aims and Objectives

- 3.1 The aims and objectives of homework are:

To consolidate and reinforce the learning done in school and to allow children to practice skills taught in lessons;

- 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 provide educational experiences not possible in school;
- To help children develop good work habits for the future.

4. Types of Homework

- 4.1 Staff and pupils regard homework as an important consolidating part of the curriculum.

We set a variety of homework activities –

4.1.1 In the Foundation Stage and at Key Stage 1 we give children books to take home and read with their parents. We give guidance to parents on achieving the maximum benefit from this time spent with their child. In Key Stage 1, we also ask children to learn spellings, consolidate phonics or mathematical tables as appropriate

as part of their homework. Sometimes we ask children to find out about a topic we are learning about in school with their family.

4.1.2 At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 4.1.1, but these may be completed more independently. We set Spellings and maths homework routinely each week. This work can be completed daily within Prep sessions at school or at home, and this helps to consolidate and reinforce the learning done in school.

- 4.2 Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up.
- 4.3 We recognise that children have individual learning styles so homework can be completed in a number of different ways to ensure all have access to their learning.

5. Amount of Homework

- 5.1 As they move through the school, we increase the amount of homework that we give the children. The table below explains our homework expectations for each year group.

Year Group	Prep Expectations
Reception	<ul style="list-style-type: none">• Daily reading• Phonics practice
J1 & J2	<ul style="list-style-type: none">• Daily reading• Phonics and Spelling practice
J3 & J4	<ul style="list-style-type: none">• Daily reading• Spelling practice• Maths prep• Learning Logs
J5 & J6	<ul style="list-style-type: none">• Daily reading• Spelling practice• Maths prep• Grammar prep• Learning Logs• Oral Language• French prep

- 5.2 A Reading Log, which includes a diary is provided from Reception-J6 for parent/teacher links.

6. Inclusion and Homework

- 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, and we endeavour to adapt any task set so that all children can contribute in a positive way.
- 6.2 When setting homework to pupils who are named on the register of special educational needs, we refer to those pupils' Individual Education Plans (IEPS) or Pupil Profiles. In

this International School, we value and celebrate the cultural diversity of our pupils and their families and we appreciate the enrichment that this brings.

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 and when they feel it is necessary and to provide them with the sort of environment that allows children to be able to concentrate. Parents can support their child by providing a good working space at home 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 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 of the Junior School, or if they wish to make a complaint about the school homework policy or the way it is implemented.

8. Use of ICT

- 8.1 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.
- 8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. We can advise parents of appropriate websites to support different aspects of their child's learning. Parents are advised always to supervise their child's access to the internet.
- 8.3 School provide access to relevant programmes and apps as appropriate.

Students in J6 all bring their own devices to school. It may be that homework is set to be completed on their device.

9. Monitoring and Review

The Curriculum Leader (Junior Head) is responsible for coordinating and monitoring the implementation of this policy. At times she will inspect samples of the children's work and of the teachers' planning. All teachers in the junior school work closely together.

- 9.1 This policy will be reviewed in two years, or earlier if necessary.

10. Document Change History

Date of change	Detail of significant changes and any new legislation/guidance taken into account
16.04.2018	Policy reviewed. Formatted in new template.
17.4.2024	Policy reviewed, minor changes made. 2.1 Rationale for homework amended in line with more up to date Government guidelines