



## **St Hilda's Moorland Federation**

### **Homework Policy**

<b>Effective Date:</b>	May 2023
<b>Date Due for Review:</b>	April 2026
<b>Approved By:</b>	Governing Body
<b>Approval Date:</b>	9th May 2023

**Our policy is underpinned by our Vision Statement and Core Christian Values of Respect, Trust and Friendship.**

#### **Our vision statement**

‘Inspire learning and help children to achieve their potential in a caring, happy and distinctively Christian family.’

#### **The Bible verse that underpins our Vision Statement**

"I have come that they may have life, and have it to the full."  
John 10:10.

#### **Our Strapline**

‘Learning and Growing together with God.’

#### **Policy Aims:**

- To provide an important and effective link between home and school.
- To encourage an enthusiasm for and enjoyment of learning shared between school, parents and other carers
- To develop skills which will help children to pursue their curiosity, exploiting resources for learning, of all kinds, at home.
- To consolidate and reinforce skills and understanding, particularly in literacy and numeracy.
- To extend school learning, for example through additional reading.
- To encourage children, as they get older to develop the confidence and self-discipline needed to study on their own, preparing them for the requirements of secondary school.

#### **The Head teacher will:**

*Learning and Growing Together with God*

- set high expectations and monitor progress.
- encourage a whole school approach; keeping parents, governors, all support staff and children well informed.
- show enthusiasm for homework themselves, whilst making sure that it is relevant
- be aware of the pressures on children, parents and staff that homework may cause.
- be aware of the needs of children and families who are finding the demands of homework difficult.

#### **Governors will:**

- be well informed and show enthusiasm to encourage the sensitive use of homework throughout the school.
- support the staff in implementing the school's policy for homework.
- monitor and review progress taking into account the views of children, parents, carers and staff.

#### **Teachers will:**

- Ensure that homework is an integral part of the curriculum and is planned and prepared alongside all other programmes of learning
- ensure that homework set is relevant and pertinent.
- ensure that adequate time is given to allow the child to complete the homework.
- be sensitive to constraints on their own time and out of school time pressures on parents, carers and children.
- ensure that work done is recognised, acknowledged and marked if necessary.
- ensure that both children and parents know when the work is expected to be done and the timing of any tests related to the homework set. **Appendix 2**
- be sensitive to the needs of children and families who are finding the demands of homework difficult.
- ensure that the children, parents and carers understand what is expected from the homework.
- encourage high expectations in the presentation and standard of homework

#### **The SENCO will:**

- support the teacher in setting relevant homework for children with special needs, and for gifted and talented pupils
- use learning objectives, specialist advice and IEP's when preparing individual homework.
- keep up to date with new resources and ensure that members of staff are made aware of any relevant information or resources.
- implement appropriate intervention strategies where a need is identified.
- be sensitive to the needs of children who are finding the demands of homework difficult.
- encourage high expectations in the presentation and standard of homework

#### **Children will be encouraged to:**

- enjoy and develop an enthusiasm for homework, see its relevance in real life and for KS2 know that this is a preparation for the demands of the secondary school.
- be able to see how their work at home enriches and supports their work in school.
- feel that they are sharing their learning with other members of their family.
- demonstrate a commitment to their work by completing it to the best of their ability and handing it in on time.
- complete their homework at a playtime if they have not completed it by the expected hand in time
- complete homework to a high standard which is presented neatly

**Support Staff will:**

- have a clear understanding of their role in the setting of homework.
- be sensitive to the needs of children and families who are finding the demands of homework difficult.
- encourage high expectations in the presentation and standard of homework

**Parents will:**

- be encouraged to develop positive attitudes to homework and support their children to develop an enthusiasm for the subjects.
- be well informed of their child's progress through annual reports and parents evenings.
- feel that they can consult the teacher over any problems related to homework working in partnership.
- be encouraged to use their own skills and talents.
- Share in their child's learning, helping with the completion of homework tasks when necessary
- encourage high expectations in the presentation and standard of homework
- take part in parent consultations about homework when the policy is reviewed –

**See Appendix 1**

**Assessment:**

- Homework will not be used for assessment purposes

**Inclusion:**

St Hilda's Moorland Federation upholds an Equal Opportunities Policy. All children will be included in homework activities with special provision being made for children with special requirements;  
e.g. disabilities requiring assistance for practical activities.

**Appendix 1 Consultation Response March 2023**

We recognise that this is an area which will always invoke differing opinions and responses. However, in our 2023 parent consultation a large number of parents at both schools felt that they liked what we were already doing therefore no changes have been made.

We received valuable feedback with a wide range of views when this policy was written. Thank you.

## Appendix 2 Homework Planner

<b>Infant Planner</b>	
<b>Reading</b>	Minimum of 3x weekly with a parent/carer recorded in the reading record book.
<b>Spelling</b>	Reception – Read Write Inc. Phonic Work Y1/2 – Read Write Inc. Words - learn for Friday
<b>Maths</b>	Year 2 children have a Times Tables Book to support them in their learning and preparations for joining Year 3 Consolidation sheet for Maths work
<b>Junior Planner</b>	
<b>Reading</b>	Minimum of 3x weekly with a parent/carer. <i>Please note that junior children are expected to complete the comments box in their record book with their thoughts about the text.</i>
<b>Spelling</b>	Read Write Inc. Spellings are given on a Friday to write into a sentence and learn the word. To be returned the following week by Friday at the latest.
<b>Maths</b>	Times tables - learn for Friday
<b>Additional Learning Task</b>	Given on a Friday to be returned by the following Friday This task should take no longer than 30 minutes