



HOMEWORK POLICY

February 2012



HOMEWORK POLICY

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1. **INTRODUCTION**

The setting of homework varies across the two departments of school and also within each department, depending on the abilities and ages of the pupils. Chadsgrove School is committed to using homework as a means of reinforcing pupil learning at an appropriate level, not to just set homework 'for its own sake'. Used effectively homework will be an additional benefit for children as well as strengthening the home-school partnership as parents become involved in and aware of their child's progress.

Generally speaking homework will involve one or more of the following:

- Completing tasks begun in class
- Attempting similar work to that covered in class (e.g. reading book)
- Trying work of equal difficulty using knowledge and skills recently acquired in class lessons
- Extending class learning (e.g. internet search)
- Collecting items for use in future lessons.

2. **GUIDELINES**

1. Homework tasks must relate to the age ability of each child.
2. Homework tasks must be clearly explained to pupils. (In some cases this may require an explanatory note to parents).
3. Reasonable deadlines for the return of homework tasks will be set by the teacher and suitable arrangements for the collection of the work will be made (e.g. by homework monitor).
4. The teacher will make and return any homework as soon as possible.
5. Parents are welcome to encourage and help their children with homework tasks. Parents are particularly asked to hear their children read regularly – or read suitable books with them whenever possible.
6. Parents should contact the appropriate teacher if there are concerns about homework – degree of difficulty, time spent etc.

3. **PROCEDURES**

Homework in Lower School takes a variety of forms ranging from more formal homework in Juniors to informal tasks in Early Years.

JUNIORS have a 'Homework Folder' which is named and labeled: 'To be returned to school every day'.

English homework involves reading books, library books and other reading material which is sent home most evenings. More able children are set formal tasks which reinforces work done in class e.g. story writing, word searches etc.

Maths homework involves reinforcement of skills and activities begun in class, including data collection.

Science and Geography homework may involve work begun in class being finished off as homework. This may include practical tasks such as recording rainfall using rain gauges made during Design and Technology lessons.

History involves simple research activities.

INFANTS homework involves reading books, language experience activities often linked with topics, and tasks to meet individual children's needs.

In EARLY YEARS Home School books are utilised to inform parents of what the children have done that day and what the teacher is emphasizing for a particular child. Also targets are discussed with parents and in this way work can be continued at home and parents and teachers can work together.

Children in Early Years are encouraged to complete their homework and due importance is put upon it by teachers.

a. LOWER SCHOOL

In Lower School, home school books are used to inform parents of what their child has done in school so that they can talk about this with their child and re-enforce learning at home.

Parents also have the opportunity to come into school in order to discuss their child's progress with the class teacher as well as talk about any targets that have been set and how they can support their learning at home.

Parents are encouraged to read with their children at home and, when ready, children take home reading books from the schools reading scheme. Pupils may also take home library books to share with their parents

Other homework activities, for example, those linked to topic work are sent home as and when appropriate by class teachers

b. UPPER SCHOOL

1. A homework timetable will be drawn up and distributed to pupils and parents as appropriate. It will be periodically reviewed and revised.
2. For some subjects parents will be informed of the nature of help that may be given or not given!
3. The amount and nature of homework will depend on the age, ability and requirements of the particular course each child is following. More frequent, formal homework can be expected for older pupils following accredited courses. On occasions, some children may need to be excused from homework (e.g. surgery).
4. Generally homework should not involve a single subject task extending beyond 45 minutes duration. However coursework projects may involve concentrated work over a period of several weeks.
5. Homework will be completed at home and returned by a definite date. For some pupils a homework diary may be helpful.
6. The late return of homework will be dealt with by the teacher concerned in a suitable way. Consistently late or unfinished homework will be discussed by the teacher with the Head of Upper School and appropriate sanctions employed. Parents may also be consulted.
7. Similar arrangements also apply to homework which is consistently below expected standards for the pupil concerned.
8. Rewards for good homework and punctual return of homework will also be a matter for the teacher to decide upon.

9. Pupils are encouraged to approach teachers for extra assistance in completion of homework tasks if necessary.
10. In Upper School pupils are expected to take an increasing responsibility for the completion of their homework.

EVALUATION

The context within which the above policy operates and/or the areas of the curriculum within it applies demand that the policy is reviewed at suitable intervals.

Signed
Mr. O. Cook – Chairman of Governors

Date

Reviewed

Signed
Chairman of Governors

Reviewed

Signed
Chairman of Governors