

THE QUEENSWELL FEDERATION

HOMework POLICY

Policy Written by: Heads Of School

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Rationale

At The Queenswell Federation homework is seen as a way of supporting children's learning of basic skills and reinforce the on-going work in the classroom. After many years of trying different models, the school has decided on straightforward and streamlined tasks based on key basic skills. The reasons for this are as follows:

1) **STRESS**

The demands on children's time and higher expectations are causing greater levels of stress. We believe our children are expected to work hard during the day and therefore should not be subjected to additional tasks when they go home. Aside from the easier-to-manage tasks, children should be encouraged to pursue other interests and hobbies, read for pleasure or even enjoy the outdoors or sports. Many of you already have a full timetable with after school clubs and lessons.

Many of our parents/carers tell us that getting their child to do homework causes problems at home; sometimes the child cannot do the homework and parents/cares don't always know the best way to support them.

At school, when children have lost or not completed homework, this causes time and stress for the child and can lead to them being unfocused on their actual learning; sometimes it is not the child's fault if homework is not completed

2) **BENEFITS**

There is a great deal of research which states that formal homework has little educational benefit particularly as issues cannot always be followed up in class. Parents/ carers have reported that sometimes homework given does not always relate to what is taught in class.

3) **COST**

On average (2017), the cost per child for a set of homework books is £12 each (which the school pays for); therefore the total cost, assuming no books are lost or damaged, is £3240 for years 3 to 5, which is money better spent elsewhere. The cost of photocopying worksheets is also high and can be wasteful.

4) **TIME**

Teaching assistants can spend from 2-4 hours per weeks, marking and administering homework. This time could be better spent hearing children read or working with groups or individuals where it can actually make a difference. In this school, teachers are expected to mark books daily, giving quality feedback where appropriate based on the written work and other work conducted in class alongside teachers and teaching assistants.

Equalities

The Queenswell Federation is committed to ensuring that all pupils regardless of ethnicity, religion, ability, gender or disability have access to equality of opportunities in regard to homework

We are strongly committed to positive action to remove and challenge discrimination in all aspects of the School and its work. The importance of staff awareness regarding the dangers of preconceived expectations based on stereotypes is essential and we bear this in mind with homework.

Aims

At The Queenswell Federation we aim to

- Develop in the children an enjoyment of learning and the skills needed to be life long learners
- Ensure progression towards independence and individual responsibility for learning
- Provide opportunities for parents/carers and children to enjoy the learning experience together – for it to be fun
- Ensure parents have a clear understanding of their role and the expectations we have for the pupils
- Ensure the needs of the individual are taken into account
- Value the effort of, and work done by the children

Implementation

Types of Homework

Ongoing homework should take place each day for short periods of time. It should focus on developing children's basic skills.

All Year groups

- Reading – daily practice
- Spelling – learn words & rules for a weekly spelling test (Juniors)
- Spellings and phonics (Infants)
- Times Table challenge – TT Rockstars from Year 2
- Year 2 should get 1 short piece of English and 1 short piece of Maths per week that directly links to learning that week.
- Year 1 should alternate between English and Maths in the autumn term and then as above from spring.
- In Reception – 1 piece of short homework a week e.g. maths, phonics

Year 6

- As above, plus workbooks (to prepare children for SATS tests and to prepare them for the next stage of their education)
- From the Spring Term, year 6 may have revision books or other SATS practice tasks

Challenge home learning across the Federation

Children from reception to year 6 will be given a half termly challenge project. This will be topic based. This will be outlined on each year group's webpage and allows the children more time to complete work and hopes to develop their creative, research and independent learning skills.

Monitoring

- By Class teacher – supported by teaching assistants (ongoing homework)

By SLT (Home learning)

- As part of monitoring cycle
- Feedback will be given to staff
- Parents will be given opportunities to discuss homework at parent workshops/meetings

Roles and Responsibilities

The LMT/SLT is responsible for developing the homework across the school

Responsibilities

- To ensure the implementation of this policy by monitoring, evaluating and up-dating as necessary
- To encourage good home/school partnerships and exchange information with parents/carers of all children where necessary
- To encourage appropriate practice, including supporting staff in the production of extension materials for particular curricular areas and lessons