

# RIDGEWAY ACADEMY



## HOMEWORK POLICY

*SEPTEMBER 2015*

The school policy for homework was developed and agreed by the whole staff and has the full agreement of the Governing Body.

### **1. Our Aims:**

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help to continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for the individual pupil.
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare pupils for later school expectations.

### **2. The Nature of Homework**

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when setting homework there are a number of points to consider:-

1. The nature and type of homework changes throughout a pupils school career.
2. Amount and frequency of homework should increase as a pupil gets older.
3. Homework should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Homework should be set regularly from year 5 to year 8.

### **3. Recommended Time Allocation**

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spellings and times tables.

The following are school recommendations as appropriate time allocations for homework activities:

Years 5 and 6 – 30 minutes per day

Years 7 and 8 – 1 hour per day

If a child has spent sufficient time working directly on a piece of homework and it is still incomplete, parents/carers should make a brief note in the school planner to make the teacher aware of this. This will prevent the child having any sanctions, whilst also informing the teacher that this may be an area of difficulty for the child or the task was not suitable.

### **4. Homework Tasks**

Year Group/s	Subject	Date set	Deadline	Time on task
ALL	Reading	Daily	N/A	20 mins
ALL	Spellings	Weekly according to subject teacher		20 mins
ALL	Grammar	Weekly according to subject teacher		20 mins
ALL	Times tables	Weekly according to class teacher		20 mins
5	English (Writing)	Wednesday	Monday	30 mins
6	English (Writing)	Thursday	Tuesday	30 mins
7	English (Writing)	Friday	Tuesday	45 mins
8	English (Writing)	Thursday	Wednesday	45 mins
5	Maths	Thursday	Tuesday	30 mins
6	Maths	Friday	Wednesday	30 mins
7	Maths	Thursday	Wednesday	45 mins
8	Maths	Friday	Thursday	45 mins

5	Science	Weekly according to subject teacher		20 mins
6	Science	Weekly according to subject teacher		20 mins
7	Science	Weekly according to subject teacher		30 mins
8	Science	Weekly according to subject teacher		30 mins
ALL	Topic/Cross curricular/Other subjects e.g. French, Geography etc	Termly	Dependent on task e.g. project/memory slam	Variation

### **5. Role of the Class Teacher**

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work or in the diary, at a parents' meeting or through a phone call.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes.
- To set homework that takes equal opportunities into account.
- To ensure any homework is purposeful and links directly to the taught curriculum.
- To reward and praise children who regularly complete homework tasks.
- To mark homework and give feedback to pupils.

### **6. Role of the Leadership Team and Governing Body**

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

### **7. Role of Parents/Carers**

- To support the school by ensuring that their child attempts the homework.

- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

At Ridgeway Academy we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher. If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. It is not possible to give homework when parents take holidays in term time. Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class or subject teacher.

**Equal Opportunities:**

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

***Policy adopted by Governing Body September 2015***

***To be reviewed September 2016***

***Signed by Head Teacher .....***

***Signed by Chair of Governors .....***