

Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:
February 2018	C.Robinson-Jones		

Article 28: *Children have a right to a good quality education*

Article 29: *Children have the right to an education which develops their interests, talents and abilities*

To be edited dependent on content of the policy

Rights Respecting Schools

As a Rights-Respecting School, we use children's rights to underpin everything we do and learn. Marlborough Primary School has been working closely with [UNICEF](#), and is a 'Rights Respecting' School. The term is bestowed on those schools who, in the eyes of UNICEF, put the '[UN Convention on the Rights of the Child](#)', (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.



MARLBOROUGH PRIMARY SCHOOL

HOMEWORK POLICY

February 2018



Date:	February 2018
Date to be Reviewed:	February 2019
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- This document is a statement of the aims, principles and strategies for setting homework at Hambrough Primary School.
- It was developed through a process of consultation with teaching staff and approved by the governing body.
- This policy will be reviewed as per the Strategic School Development Plan (SSDP).

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/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

Rationale for Homework

- 2.1 Homework is a very important part of a child's education, and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper 'Excellence in Schools', in which homework was described as 'an essential part of good education'. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.
- 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 that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

Aims and Objectives

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote cooperation between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
 - to help children develop good work habits for the future.

Types of Homework

- 4.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.
- 4.2 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we give children books to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings or mathematical tables as part of their homework. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet and the school's online reading resource, the Bug Club.
- 4.3 At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 4.2, but we expect them to do more tasks independently. We set English and Mathematics homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to revise for examinations, as well as to ensure that prior learning has been understood.
- 4.4 Homework is marked according to the school Marking & Feedback policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time. Homework may also be peer or self marked so that children can reflect on their learning.
- 4.5 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

Amount of Homework

- 5.1 As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in Years 3 and 4 to spend approximately one hour per week on homework, and children in Years 5 and 6 to spend approximately one hour 15 minutes per week.
- 5.2 Reception children are also given the opportunity to complete activities at home related to the Communication Language & Literacy together with Mathematical Understanding.

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

The Role of Parents and Carers

- 7.1 Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers 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 to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing. Parents to ensure they support their children but not do the homework for them (ie let them do the homework and send a note to the teacher).
- 7.2 If parents and carers 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 teacher or Deputy Head teacher.

- 7.3 Adult learning opportunities are provided through classes and workshops in order to help parents support their children with homework. These may include supporting children with Phonic skills, Reading skills and Maths skills.

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. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.
- 8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Parents or carers are advised always to supervise their child's access to the Internet. Homework /consolidation activities are loaded by teachers on DB Primary (eg Phonics play, the Bug Club, Jolly Phonics in EYFS.)
- 8.3 The school will supply interested parents or carers with details of age-appropriate software that can be used to support children in their work at home.
- 8.4 The school provides a virtual learning environment, dB Primary, for which children are encouraged to access at home. This contains activities set by teachers relevant to their class. Work can be completed on hire and there is also provision to upload their work as required.
- 8.5 Reading homework may also be set via the school's online reading resource, the Bug Club.

Monitoring and Review

- 9.1 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents and carers complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way in which homework is organised in our school.
- 9.2 This policy will be reviewed in two years, or earlier if necessary.