

HOMEWORK POLICY

Key Stages 2 and 3

Purpose

1. To supplement lessons in order to ensure full curriculum coverage
2. To consolidate skills / facts from class, in particular in core skills of numeracy and spelling
3. To enable pupils to become effective learners by:
 - a. stimulating intellectual **curiosity** and providing additional **challenge**
 - b. developing **self-discipline** and **resilience**, increasing the degree of independence required by homework throughout KS2 and KS3, in order to prepare pupils for the demands of senior school
 - c. developing pupils' **adaptability** by providing a range of different types of task
4. To promote the school's ethos by:
 - a. allowing pupils to take ownership of their learning
 - b. encouraging independence

Practice

The time allocation for each year is as follows:

YEAR 3	Reading Spellings Times tables Autumn: One piece of homework (English, maths or science) Spring/summer: Two pieces of homework (English, maths or science)
YEAR 4	Reading Spellings Times tables Maths or English (3 x 30 minutes per week)
YEAR 5	Reading Spellings Mental arithmetic / times tables English Maths Science
YEAR 6	Weekly: maths, French, Latin, science Twice per term: projects in geography, history Half-termly English open-ended tasks

YEAR 7	Combination of projects and structured learning: Weekly maths and science Bi-weekly humanities and languages (one humanity + one language assigned each week) Termly English projects
YEAR 8	As year 7, with increased flexibility where appropriate and long-term aims shared to allow for monitored independence and self-discipline.

The following should be borne in mind when setting homework and interpreting these guidelines:

1. In years 3 - 6, each prep is expected to take 30 minutes. In years 7 & 8, this increases to 40 minutes, as a guide; however, the productivity of the task is the key, rather than the amount of time spent.
2. Each cohort has a different ability profile and capacity for independent study, meaning more structure or support may be required.
3. Within year groups, differentiation may be necessary to ensure appropriate challenge for all.
4. Pupils staying to prep sessions may not have access to certain resources or be able to collaborate on projects.
5. Pupils should not be set prep as a 'filler'. If no prep is set on any given day, pupils should be encouraged to read or, in the case of older pupils, work on an open-ended task.
6. Pupils should not be obliged to spend more than the recommended time on prep (although naturally they may if they wish). If homework could not be completed in the allocated time, parents may write a note in the pupil's planner or, in the case of year 7 and 8, send an email to the subject teacher to that effect.

Key Stage 3

1. All prep should be set via Google Classroom.
2. Parental concerns can be emailed to the subject teacher and should be recorded on iSAMS, which form teachers will monitor in order to address any concerns.

Key Stage 2

1. Homework must be recorded in the pupil's homework diary. 'None set' must be written if none is set.
2. Diaries should be signed each week by the parent, so that they are an effective means of communication between home and school.
3. Children have reading records, which are monitored by the English/form teachers. It is also expected that Year 7 and 8 read during the week.

4. Form teachers should check each day at 4.15 that the homework has been set and written in each child's diary. There is a weekly check of homework diaries on Wednesday morning form periods.

Support

1. The facility to do homework at school is available from 4.45 – 5.45 each night, where a teacher is on duty should any help be required.
2. Wherever possible, prep deadlines should allow time for pupils to speak to the subject teacher concerned in the event of any difficulties.

Early years and Key Stage 1

RECEPTION

1. Reception children will bring home high frequency word flashcards, phonic sound sheets and a reading book when appropriate. Reading books are changed up to three times a week.
2. In addition the children are given the opportunity to complete fun tasks during the holidays.
3. There will be regular contact and discussion with parents regarding extension/support work.

YEAR 1

1. Reading books are sent home several times a week.
2. A list of spellings is sent home weekly and tested in school.
3. Some children will be given support or extension material, such as number work or word strings to practise at home, at certain points in the year.

YEAR 2

1. Reading books are sent home several times a week. A list of spellings is sent home weekly and tested in school.
2. Once a week, a homework task is sent home to be completed over the weekend; usually the task alternates between English and Maths, but occasionally the task is topic-based.
3. Where and when appropriate, some children will be given extension work to stretch them at home.
4. Where and when appropriate, some children will be given activities to support them at home, such as flashcards to learn or number work as per their individual support plan.