



HOMWORK POLICY

This policy relates to all sections and activities of the school e.g. the Senior School, the Junior School (including EYFS), Wrap Around Care, Offsite Activities and School run Holiday Activities or Clubs.

1 BACKGROUND

- 1.1** Learning at home is an essential part of education to which all children are entitled. It is not just about reinforcing learning in the classroom, although that is important. A good, well organised, homework programme helps pupils to develop the skills and attitudes they will need for successful, independent lifelong learning.
- 1.2** Homework supports the development of independent learning skills, so enquiry and investigation are seen as part of the learning process. Given the increasing importance to everyone of flexibility and the ability to learn independently, developing these skills must be one of the central aims for all schools.
- 1.3** Recent national and international research has proved that homework can make an important contribution to pupils' progress and confirm that many pupils and their parents see work done at home as a valuable and essential part of school work.
- 1.4** Homework is important at all stages in a child's education and when properly managed it can extend and challenge classroom learning and thus ensure that teaching time is used to the maximum effect.
- 1.6** There is a significant advantage in children spending regular periods of time, initially quite short, on different learning activities devised by schools as part of a homework programme, which supports the work they do in class.
- 1.7** These need not be very formal or done without help: for infants, homework should consist largely of reading and sharing books with parents.
- 1.8** Homework need not, and should not, get in the way of other activities which pupils may do after school such as sport, music and clubs of all kinds. These activities can be very beneficial to the overall development of young people and any homework policy should be flexible enough to accommodate co-curricular activities.

2 AIMS

- 2.1** At Red House School, we appreciate how important the links between home and school are, and the need for us to work together to ensure a good education for all children. It is for this reason that we believe that it is important that children have homework set that will support learning within the classroom. Homework will be carefully planned to extend learning, enhance and reinforce skills and understanding, and allow children to consolidate and improve their skills further.

3 POLICY AND PROCEDURES

- 3.1** Red House School's whole school Homework Policy fully supports and reflects the aims of the school. It has been developed with due regard to government guidelines and current best practice.
- 3.2** In this policy, homework is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents.
- 3.3** Due of the wide age range of pupils and the fact that the school is on two sites the policy has been divided into two sections, namely:
- The Junior School - Nursery to Year 5
 - The Senior School - Years 6 to 11

4 JUNIOR SCHOOL – AIMS

- 4.1** Through the provision of a variety of activities and approaches to homework we aim to:
- Raise standards in all curriculum areas, but particularly basic skills in Literacy and Numeracy.

- Create a sound partnership between parents and teachers with regard to children's learning.
- Consolidate/reinforce pupils' skills, knowledge and understanding of work covered in class.
- Improve pupils' attitudes to learning and independent learning skill.

- 4.2** The Junior School recognises the importance of homework as an integral part of the curriculum for pupils in Reception to Year 6.
- 4.3** Homework is planned and prepared alongside all other programmes of learning: homework activities should rise out of class work and children will get feedback from the homework after completion.
- 4.4** Through early implementation of homework, the Junior School aims to establish the foundation of effective practice across the range of Nursery to Year 6.
- 4.5** Homework in the Junior School will be set according to agreed guidelines and will contribute to raising attainment.
- 4.6** Homework tasks are set according to the needs of the children in different age groups.
- 4.7** The Junior School values the support of parents whose role is essential in helping their children with their work at home.
- 4.8** Homework will include clear instructions about the parents' role in assisting the child to complete the task.
- 4.9** Homework will be marked according to the School's Marking and Feedback Policy.
- 4.10** The quality of completed homework will be monitored and reviewed at regular intervals in consultation with pupils and parents.
- 4.11** Homework that is completed well will be acknowledged and praised; it is important to value the completion of the homework tasks.

5 JUNIOR SCHOOL – PARENT PARTNERSHIP

5.1 The Junior School recognises that through homework there are huge benefits of parental support:

- Homework will reinforce the partnership between home and school, and will serve to underline the importance of how what happens at home impacts on the children's performance at school.
- Homework can be used as a means of contact with all parents.
- Both parents can be involved in the child's education.
- Homework provides the opportunity for parents to spend quality time with their children.
- Parents become more knowledgeable about the school curriculum.
- Parents become more aware of the children's strengths and weaknesses.
- Homework activities can foster a closer link between parents, pupils and teachers.
- Homework can help to foster a learning ethos at home.
- When parents reinforce school work at home, standards may be further raised.

JUNIOR SCHOOL – GUIDELINES FOR HOMEWORK TASKS

6 EYFS (30 mins-1 hour per week)

6.1 Parents are given guidance on the completion of 'homework' with EYFS pupils. A copy of the guidance letter can be found in the parental communication file held by the EYFS Coordinator.

6.2 Nursery

- Shared reading book – Taken home once a week, pupils share a book of the choice with an adult and respond to the text with pictures and 'writing' (emergent).
- Phonics – If a pupil is assessed as ready for the teaching of phonics Twinkl Phonics activities, including flash cards, game and reading books are sent home regularly to support this learning.
- Reading book – If a pupil is assessed as ready for Early Reading, a book from the Heinemann 'Sails' scheme is sent home.

6.3 Reception

- Words of the week (Autumn/Spring term) - The children receive three of the Reception high frequency words to practice reading at home.
- Scrapbooks - One activity per week is put into this book, this will either be linked to Phonics, writing, topic work or Mathematics. The children can also record any activities/achievements they complete at home in this book.
- Reading book – Three reading scheme books are sent home each week.
- Spellings (Summer term) - The children receive some spellings to practice each week, linked to the Reception high frequency words.

6.4 Year 1 (1-1.5 hours per week)

Weekly spelling, Literacy task, Numeracy task and daily shared reading book.

6.5 Year 2 (1-1.5 hours per week week)

Reading books daily, weekly spellings, Literacy task, Numeracy task, and science activity as required.

6.6 Year 3 (2 hours per week)

Reading books daily, library books as required and weekly spellings and reinforcement of specific tasks mainly Literacy and Numeracy; occasional other subjects.

6.7 Years 4 & 5

Approximately 20 minutes each night. Reading books daily and weekly spellings, plus Mathematics and English; occasional other subjects.

6.8 Year 6

Approximately 20 minutes each night. There is usually one subject each night, Monday to Thursday, plus daily reading and weekly spellings.

7 JUNIOR SCHOOL - GUIDANCE TO PARENTS

7.1 Guidance on homework is given to parents at the Parent Information Meeting held in the first week of the academic year.

8 JUNIOR SCHOOL – PUPIL FEEDBACK

8.1 If homework is to benefit pupils' learning, they must receive prompt and appropriate feedback on what they have done. Parents have a role in encouraging and praising children for the effort they have devoted to homework but pupils look mainly to teachers for a response on the quality of their work.

8.2 As per the School's Assessment, Tracking and Reporting Policy, feedback on homework tasks should be given within a maximum of one week from receiving the homework so that any errors or misunderstandings are dealt with quickly.

8.3 Effective marking and feedback does place demands upon staff but both are fundamental to helping pupils make progress. However, it is possible to design many homework tasks which do not make heavy demands on teachers, and sensible use should be made of them.

9 JUNIOR SCHOOL - RESPONSIBILITIES

9.1 Staff to give feedback on homework tasks within one week of receiving the homework to promote and aid the learning process.

9.2 The marking of homework should be in line with the School's Assessment, Tracking and Reporting Policy and the Marking and Feedback Policy.

9.3 Any written comments on pupils' homework should be constructive and praise is to be used whenever possible.

10 SENIOR SCHOOL - AIMS

10.1 The aims of homework in the Senior School are to:

- Ensure consistency of approach throughout the school.
- Encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own. This is vital given the importance for pupils in the future of lifelong learning and adaptability.
- Ensure the needs of the individual pupil are taken into account.
- Ensure parents have a clear understanding about expectations from ourselves and the pupil.
- Consolidate and reinforce skills and understanding developed at school.
- Extend school learning using a variety of learning activities.
- Sustain the involvement of parents in the management of pupils' learning and keep them informed about the work pupils are doing.
- Manage particular demands, such as GCSE course work.
- The type and amount of homework will always be appropriate for pupils of different ages

11 SENIOR SCHOOL – HOMEWORK TASKS

11.1 To promote consistency and progression homework should be planned systematically and arise naturally from a departments/subjects scheme of work, this will help to make homework both relevant and manageable.

11.2 Learnt skills will need to be consolidated and reinforced but homework should not be used simply to finish off classwork.

11.3 The tasks set for homework should be varied to maintain interest and enable pupils to develop the skills and attitudes needed to become independent learners. Retrieval tasks to consolidate previous learning and/or pre-teaching of future content should be used by departments regularly.

12 SENIOR SCHOOL - STAFF RESPONSIBILITIES

- 12.1** The Assistant Head (Academic) will set the homework timetables for Year 7 to Year 11 to operate from the beginning of each academic year. The homework timetable will be shared with parents on the Parent Portal at the start of each academic year
- 12.2** Staff are responsible for setting homework in accordance with the homework timetable and reminding pupils of the amount of time they are expected to spend on homework. They should also instruct pupils to write their homework in their pupil planner, giving younger pupils sufficient time to do so. Instructions for the completion of homework, including copies of resources, should be uploaded on to Teams by the subject teacher when homework is set.
- 12.3** For pupils who are on the SEND register, it is important that in setting homework there is a balance between the right of pupils to share fully in out of class activities with their individual learning needs. These needs may include consolidation and reinforcement of specific skills. For some pupils, the continuing involvement of parents is very valuable.
- 12.4** Staff need to consider what impact learning difficulties might have in completing a homework activity and, if necessary, modify the task so that it is accessible to such pupils. In some instances, an alternative activity, which reinforces and consolidates a particular skill, might be preferable.
- 12.5** The Year 6 form teachers will agree and inform their pupils of the homework timetable at the beginning of the academic year in line with the homework expectations of pupils in Key Stage 2 taught in the Junior School.
- 12.6** Pupils should be informed by subject teachers when homework is expected to be completed. If possible, this should not be the next day. This will allow pupils who are engaged in sport/co-curricular activities to organise their homework so that they can accommodate such activities. Some homework activities may require more than one homework session to complete.
- 12.7** Subject teachers must work within the homework timetables and not demand or request homework to be done at any other time.
- 12.8** Form tutors have the responsibility to see that their pupils have a copy of their school/homework timetable in their pupil planner and that their homework tasks for each day are recorded. Form tutors for Years 6 to 9 are to check and sign pupil planners weekly. This is to ensure that parents have signed their child's planner to confirm that the set homework tasks have been attempted by their child and the approximate time guidelines have been spent on the activities.
- 12.9** It is the responsibility of Heads of Departments or individual subject teachers to see that the overall homework programme for pupils is linked to schemes of work and that the balance, type and scale of activities is manageable for both pupils and teachers.

13 SENIOR SCHOOL – GUIDELINES FOR HOMEWORK TASKS

- 13.1** The following table, which is included in the pupil planner, is a framework for teachers and as a guide for parents and pupils, of the School's broad expectations of the amount of homework time expected of pupils of different ages in the Senior School:

| | |
|----------------|--|
| Year 6 | Approximately 20 minutes each night. There is usually one subject each night, Monday to Thursday, plus daily reading and weekly spellings. |
| Years 7, 8 & 9 | Approximately 30 minutes on each subject per week. Normally there are two or three pieces of homework each evening. |
| Years 10-11 | Pupils should do between 45 minutes and 1 hour of homework per subject per week. Normally there are between one and three pieces of homework each evening. |

14 SENIOR SCHOOL – THE ROLE OF PARENTS

- 14.1** The school encourages parents, as far as possible, to:
- Provide a reasonably peaceful, suitable place in which pupils can do their homework.
 - Give help and assistance, when necessary, but this should decrease as their child gets to the approximately Year 8/9, when s/he should be exhibiting a more independent approach to learning.
 - Make it clear to their child that they value homework, and support the school in explaining how it can help him/her make progress at school.
 - Encourage their child and give praise when s/he has completed homework.
 - Expect homework deadlines to be met by their child and check that they are.
 - Communicate that the homework has been completed, in accordance with the homework timetable, and to use the pupil planner to communicate any problems to the form tutor or, if necessary, contact the tutor directly at school.

15 SENIOR SCHOOL – HOMEWORK FACILITIES AT SCHOOL

- 15.1** Pupils may stay for Tea and Prep, which takes place during the school week, Monday-Friday from 4pm until 6pm. These sessions are supervised by a member of staff and take place in the Dining Hall or the Library.

15.2 There are 2 sessions: the first Tea and Prep 1 (T&P1) is from 4pm until 5.15pm and the second Tea and Prep 2 (T&P2) is from 5.15pm until 6pm.

16 MONITORING OF HOMEWORK AND THE POLICY

16.1 The Head of the Junior School and the Assistant Head (Academic) in the Senior School will regularly review the Homework Policy and Guidelines on behalf of the Head and the Board of Governors, alongside the whole staff team, and will monitor the quality of homework provision through planning and work scrutiny.

Reviewed by: L Roberts, S Haywood & V Smith
February 2024

Ratified by: The Education Committee of the Board of Governors
February 2024

APPENDIX 1: GUIDANCE FOR PARENTS

1 HOMEWORK – GUIDANCE FOR PARENTS

- 1.1** At Red House, we appreciate how important and valuable good home/school links are and the need for us all to work together to ensure a good education for all children.
- 1.2** Homework is an important part of the curriculum for pupils, and in line with National Curriculum guidance we provide regular homework for pupils in all year groups.
- 1.3** We aim to vary the approach to homework according to the age and learning needs of the child and we cannot emphasise too strongly the importance of parents working with their child to ensure homework is completed.

2 WHY WE SET HOMEWORK

- Homework enables children to practise and extend skills learned in the classroom, and also gives pupils a chance to undertake research and additional learning, as required.
- It involves parents/carers (and other adults) in the children's work and we believe that homework encourages and improves independent learning.

3 HOW PARENTS CAN HELP

3.1 There are many ways you can help:

- Ask the children questions about what they are learning at school (talking helps everyone understand things clearly).
- Play word and number games to consolidate early learning of letter sounds, common vocabulary and number bonds.
- Spend a little time, on a regular basis, listening to your child read and discussing the books they have brought home. Encourage your child to read words and books regularly (show them how important words are).
- Help them to form letters the way they are taught at school starting at the correct point.
- Test what has to be learned e.g. spellings, tables, number facts etc.
- Read what your child has written, and talk to them about their writing: Does it make sense? Is it correctly punctuated, etc.? Is writing neat and accurate? Have they used exciting words?
- Encourage your child to check over his/her work.
- Help your child find out additional facts, e.g. by visiting the library or researching on the Internet.

3.2 We ask for your support in seeing that homework is done conscientiously and in the best possible conditions. If homework is not completed children are often at a disadvantage, as many homework tasks are discussed in class and often inform future learning.

3.3 Encourage your child to establish a homework routine which best suits them, e.g. not when they are becoming tired, etc.

3.4 For younger children little and often is best – 10-15 minutes daily is a good habit. As children become older they should be encouraged to sustain their concentration for longer periods of time, and to work with increasing independence. For example, it would be beneficial to get children into the habit of reading every evening; time spent on reading should range from approximately 10 minutes in Key Stage 1 (Years 1&2) and up to 30 minutes in Key Stage 2 (Years 3-6). We appreciate this isn't always possible every day but a minimum of 3-4 times a week should be encouraged.

3.5 If a child struggles with an activity, try to avoid becoming anxious about it and approach your child's teacher as soon as you can. They will spend more time explaining the task to help you and your child.

4 TYPES OF HOMEWORK

4.1 Children will bring home reading books every day. Please ensure these are returned when requested. In addition, children will be given tasks to support learning in Literacy and Numeracy lessons, and occasionally to extend learning in other subject areas.

4.2 Homework tasks will depend on the age and ability of children, but in general terms the following can be expected:

4.2.1 Nursery

- Shared reading book – Taken home once a week, pupils share a book of the choice with an adult and respond to the text with pictures and 'writing' (emergent).
- Jolly Phonics – If a pupil is assessed as ready for the teaching of phonics a Jolly Phonics book is sent home daily to support this learning.
- Reading book – If a pupil is assessed as ready for Early Reading, a book from the Heinemann 'Sails' scheme is sent home.

4.2.2 Reception

- Shared reading book – Taken home once a week, pupils share a book of the choice with an adult and respond to the text with pictures and 'writing' (emergent).

- Jolly Phonics – If a pupil is assessed as ready for the teaching of phonics a Jolly Phonics book is sent home daily to support this learning.
- Reading book – A reading scheme book is sent home daily to support reading.

4.2.3 Year 1 (1-1.5 hours per week)

Weekly spelling, Literacy task, Numeracy task and daily shared reading book.

4.2.4 Year 2 (1-1.5 hours per week week)

Reading books daily, weekly spellings, Literacy task, Numeracy task, and science activity as required.

4.2.5 Year 3 (2 hours per week)

Reading books daily, library books as required and weekly spellings and reinforcement of specific tasks mainly Literacy and Numeracy; occasional other subjects.

4.2.6 Years 4 & 5

Approximately 20 minutes each night. Reading books daily and weekly spellings, plus Mathematics and English; occasional other subjects.

4.2.7 Year 6

Approximately 20 minutes each night. There is usually one subject each night, Monday to Thursday, plus daily reading and weekly spellings.

4.2.8 Years 7, 8 & 9

Approximately 30 minutes on each subject per week. Normally there are two or three pieces of homework each evening.

4.2.9 Year 10 & 11

Pupils should do between 45 minutes-1 hour of homework per subject per week. Normally there are between one and three pieces of homework each evening.