

Holy Trinity Primary School



Homework Policy

HOMEWORK POLICY

Rationale

It is our belief that homework relevant to the child's age, ability and interests, contributes to the development of independent learning skills and fosters initiative.

We believe that such homework provides the opportunity for practice and consolidation of work done in school. It reinforces and extends skills and understanding particularly in the areas of literacy and numeracy

We believe that the provision of homework encourages partnership with our parents/carers and we see it as essential that parents/carers and teachers co-operate to promote the social, emotional, moral and intellectual development of the child.

The purpose of this policy is to set out clearly what is expected of pupils, parents/carers and teachers with regard to homework.



General Aims

We will aim:

- 1) To enable the children to practise, apply, consolidate and extend what has been learnt in school;
- 2) To contribute meaningfully to the development of home/school and parent/teacher links;
- 3) To develop an effective partnership with parents/carers and actively involve them in their child's learning.
- 4) To encourage parents/carers to become more interested and involved in their children's work in a positive manner, thereby promoting self confidence;
- 5) To give parents/carers the opportunity to fulfil, in a particular way, their role as the primary educators of their children;
- 6) To foster, initiate and gradually develop in the pupils, the confidence and self discipline needed to study on their own and eventually develop the skills of independent learning and perseverance;
- 7) To provide homework which is varied and has a clear focus which challenges the pupils but which also gives them plenty of opportunities to succeed;
- 8) To provide homework which is manageable for the pupil, parents/carers and the teacher;
- 9) To inform parents/carers about work on-going in class.



Specific Aims

It will be our specific aim:

- 1) To endeavour to have homework given which emphasises literacy and numeracy but will on occasion reflect other areas of the curriculum;
- 2) That homework given will take into consideration the varying abilities of those for whom it is intended. It should be differentiated to take into account the abilities of the more/less able pupils;
- 3) To assist a child's transfer to secondary level education by setting homework, in the final year of primary education, of a type and length similar to that which he/she will encounter at secondary level education;
- 4) To provide a balance between oral/learning homework and that which is written;
- 5) To ensure that as the child matures the homework given will increase correspondingly;
- 6) To encourage parental participation in their children's homework we will require that each child has their reading, written and learning homework signed by a parent/guardian;
- 7) To ensure that all children understand exactly what homework they are expected to do and how to do it, thereby promoting the self confidence and independence of the child;
- 8) To encourage the children to take advantage of the homework club which is available in the school;
- 9) To be aware of and take account of the special circumstances of some of the children, which will make completion of homework difficult;
- 10) To encourage and reward those who consistently complete their homework to the best of their ability;
- 11) To carefully monitor homework and contact parents where necessary;

Role of Parents/carers

In Holy Trinity we are committed to developing an effective partnership with parents/carers in order to support and improve pupils' achievement, learning and development. We value our parents as full partners in the education process and staff actively strive to achieve positive home-school relations. There are clear lines of communication as the school provides detailed information to parents about their child's progress and work through regular correspondence – informal and formal parent meetings, yearly curriculum meetings, P1 Induction Day; annual reports etc and by operating an “open door” policy. We ask parents to take an active role in supporting and assisting their child with their homework. At the annual curriculum meetings the class teacher will explain the homework arrangements for that year and how the parent can best support the child. We ask the following of parents with regard to homework;

- a) As far as possible provide a peaceful, suitable place for the child to complete their homework. The television/radio and other unnecessary electronic devices should be switched off.
- b) If a quiet place is not available, encourage them to attend the homework club that is based in school or to make use of the local library.
- c) Show the child that they value their homework and support the school
- d) Take an interest in the child's homework and help them with any difficulties they may have.
- e) Ensure written work is neatly done and correctly laid out.
- f) Follow the guidelines given by the teacher at the curriculum meeting with regard to the amount of help to give e.g with regard to spelling a word or insisting they use a dictionary etc.
- g) Listen to the pupil reading from their reading book. (Reading is given every night). Sign their reading record/homework diary.
- h) Sign and check all written homework.
- i) Assist the child to learn their tables and spellings.
- j) Inform the class teacher if they feel the child is experiencing difficulty with their homework. This can be done by writing a note in the child's homework diary.
- k) Support the school with any punishment/sanctions as a result of homework not done, poorly done or incomplete.
- l) Encourage the child and praise them when homework is completed satisfactorily.

Role of the Class Teacher

The class teacher should set homework which is varied, has a clear focus and takes into account the differing ability levels of the pupils in the class. It should be differentiated to ensure that it stretches the more able pupils and allows for a degree of independence and success by the less able pupils. Homework should extend and consolidate work that has been done in class and should mainly focus on the areas of literacy and numeracy. Reading and reading related activities should be given every night including weekends. On occasions homework may be given which reflects other areas of the curriculum. It is essential that the type and amount of homework given, is in line with the homework policy and is as a result of collaboration with teachers in the same year group.

Role of the Pupils

Pupils are responsible for completing tasks as requested. They must take pride in their work and complete tasks with a high degree of accuracy and with good quality presentation. As they move through the school pupils should complete tasks with increasing independence and to take responsibility for organising any information or equipment they require.

Homework Records and Feedback

Reading:

Pupils' reading should be heard daily by the class teacher. A reading record must be kept which includes dates and details of pages read, reading books completed, unfamiliar words, whether reading was heard/signed by parent/guardian etc.

Learning:

Records should also be kept of results oral homework such as spelling tests, multiplication tables, etc.

Written Homework:

Written homework, which comprises of Maths and English should be marked by the class teacher daily. It is important that homework is marked in a positive but constructive manner in line with the school's marking policy. The class teacher should, where possible, write a comment on the child's homework which provides guidance for the pupil for future homework. When possible the teacher should provide oral feedback for the child and discuss the positive and negative features of their homework.

Records:

The class teacher must maintain a homework record and will record the names of pupils who have not completed homework. The Principal or Vice-Principal will use this information when discussing homework issues with the pupil or parent.

Procedures followed/punishments given if homework is not completed

School Incentives

- Oral praise
- Teacher comments in Diary/Homework Books
- Use of merit stickers
- Praise (Oral/Written) from Principal/Vice-Principal
- Homework Voucher
- Letter/Note to parent

School Sanctions (Foundation Years):

- Noted in homework book
- Speak to parents when they collect pupils

School Sanctions (Key Stages 1 and 2):

- Noted in homework book
- Noted in class Homework Record
- Note sent home to parents from class teacher
- Homework to be completed the following night or at an appropriate time during the school day
- Loss of privileges (Eg 'Golden Time')
- Pupil sent to Vice-Principal
- A formal note sent home from the Vice-Principal
- Meeting organised with parents

Monitoring

Homework will be formally monitored twice a year by the Vice-Principal and a report given to the Principal. Homework will be examined for evidence of features of effective and ineffective practice (see later). Each teacher will receive individual written feedback on the quality of homework in their class. A copy of this report will be kept by the Principal.

EFFECTIVE PRACTICE – HOMEWORK

It is considered good practice in the matter of Homework when;

- 1) There is evidence of differentiation by content with tasks set that are appropriate to the age and ability of the pupils.
- 2) Positive and constructive comments are written on each pupil's books.
- 3) Homework is marked consistently and regularly and up-to-date.
- 4) There is a good balance, variety and range of appropriate English and Maths activities. Homework given is relevant to the work done in school
- 5) Reading and reading activities are given daily including weekends. Reading records are maintained
- 6) Parents are informed about homework arrangements at the Curriculum meetings in September.
- 7) Homework is signed by parents
- 8) There is a good balance between commercially produced and attractive teacher produced materials which are appropriate to the age and ability of the pupils
- 9) There is a high standard of presentation – lines drawn with a ruler, handwriting is neat and legible, use of dates, titles and correct layout. Rules regarding presentation should be revised every month with pupils.
- 10) The style of handwriting used is appropriate for the age of the pupil and is in keeping with the school handwriting policy at that stage.
- 11) There is evidence of cross curricularity in homework tasks.
- 12) High expectations of pupils performance is evident. Interesting and challenging tasks were given.
- 13) There is evidence that year groups are collaborating and assigning similar work within the year both with regard to content and volume of work given. Uniform stationery within a year group is used.
- 14) Homework is allocated according to the guidelines agreed in the school policy.
- 15) Communication with parents and teachers is evident through the medium of homework.
- 16) Homework diaries are used.

17) Comprehensive and detailed homework records are maintained.

INEFFECTIVE PRACTICE – HOMEWORK

It is considered to be ineffective practice in regard to Homework when;

- 1) Homework given is inappropriate to the abilities of the pupils. There is no evidence of differentiation.
- 2) The tasks given are not varied or appropriate for the age and ability of the pupil.
- 3) There is an over reliance on commercially produced materials which allow for a minimum response from pupils.
- 4) Pupils are given no guidelines regarding layout and presentation. e.g dates, titles, spacing of work, using a ruler etc.
- 5) Teachers expectations are low.
- 6) The homework given never varies.
- 7) There are inconsistencies regarding the regularity, type and amount of homework given.
- 8) Parents are given no guidelines or feedback regarding pupil's homework.
- 9) Parents do not check or sign homework or reading.
- 10) Reading, homework and spelling records are not maintained by the teacher.
- 11) There is little evidence of constructive written comments on pupil's homework.
- 12) The handwriting style of the pupils is not consistent or in keeping with the school's policy on handwriting style at that stage.
- 13) Little attention is given to detail in correction of children's work – spelling, grammar, presentation etc.
- 14) There is no evidence of collaboration between year groups or adherence to the school's policy on homework.

Summary of Organisation of Homework

Year Group	Type of homework	Amount of Homework per night
P1	Reading daily. English and Maths written exercises given on alternate nights	20 minutes per night
P2	Reading daily. Spelling English and Maths written exercises given on alternate nights	20 minutes per night
P3	Reading daily. Spellings (Term 1: 3 days x 3 spellings) (Term 2: 3 days x 4 spellings) (Term 3: 3 days x 5 spellings) Weekly Spelling Test English and Maths written exercises given every night including weekends	30 minutes per night
P4	Reading daily. Spellings – 3 days x 5 spellings Weekly Spelling Test Tables English and Maths written exercises given every night including weekends	45 minutes per night
P5	Reading daily. Spellings – 3 days x 8-10 spellings (Complete Spelling Programme) Weekly Spelling Test Tables English and Maths written exercises given every night including weekends	60 minutes per night
P6	Reading daily. Spellings – 3 days x 12 spellings (Complete Spelling Programme) Weekly Spelling Test English and Maths written exercises given every night including weekends	60-75 minutes
P7	Reading daily. Spellings – 3 days x 12 spellings (Complete Spelling Programme) Weekly Spelling Test English and Maths written exercises given every night including weekends	60-75 minutes

Note:

Teachers may decide to allow pupil/s off homework as part of an incentive scheme like homework vouchers etc. The above arrangements are a guide and teachers' professional judgement will be used in the organising of homework.

Parental Concerns

If a parent/carer has a concern with homework being given they should talk to the teacher in the first instance. If a parent/carer still has concerns they should contact the Vice-Principal and arrange a meeting to discuss any outstanding issues.

Monitoring of the Policy

The School Leadership Team will review the policy every two years and present any changes to the Principal, Governors and staff. The policy will be available for parents to view. It will be reviewed in January 2018.