

JUBILEE SCHOOL



Jubilee School

HOMework POLICY

ACADEMIC YEAR 2021 - 2022

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1.0 INTRODUCTION

The Staff and Governing Body see homework as serving the following purposes:

1. To develop personal organisational skills.
2. To develop, share and celebrate knowledge and improve skills.
3. To create additional time for learning and reinforcement.
4. To encourage self-discipline and a sense of responsibility.
5. To allow parents and carers direct involvement in their child's learning.
6. To further strengthen the link between home and school.

Key Principles (These principles may need to be amended due to Covid-9)

- The setting of tasks to be undertaken at home will be normal practice throughout the school.
- The frequency and length of tasks will vary according to the age and needs of the child, and according to the programme of work at the time.
- Tasks may include amongst others e.g. reading, learning of times tables, simple foundation numeracy, spellings or other materials, completion, re-enforcement and/or extension of work begun in class, additional research, collecting information and investigations.
- If a parent/carer feels that particular circumstances (e.g. prolonged absence from school) warrant additional homework this should be discussed with the class teacher. If the class teacher feels that additional work would be appropriate adequate time should be allowed for work to be set and materials to be gathered.
- Homework should be set for clearly defined purposes not for its own sake.
- Homework will not be set for new work which has not been introduced in class.
- Homework is always followed up in class and it should be made clear to children that, unless clearly specified, homework tasks are not optional.
- Homework will always be marked/monitored/recapped.
- Children will benefit the most if parents/carers support their children with their homework
- If parents/carers should require further information or clarification to support their child with homework then they need to contact the class teacher for clarification.
- If a child becomes anxious about any aspect of homework then the class teacher needs to be made aware.

Throughout the primary and secondary years parents/carers are encouraged to play a vital role in their child's reading development and we must use all possible approaches to demonstrate ways in which they can foster a love of reading in their children.

Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 DEFINITION

Homework should be as well presented as possible, completed to the highest standard achievable, and handed in on time. Staff will always gauge the level, amount and frequency of homework to ensure pupils' anxiety levels are not unduly increased. If pupils show signs of struggling to meet the requirements of their workload for any reason, staff and parents will support the pupils.

3.0 HOMEWORK TASKS

PRIMARY (KEY STAGES 1 AND 2)
<ul style="list-style-type: none">• Termly homework grid which focuses on foundation subjects• Up to 20 minutes daily reading, recorded in reading record• Weekly spellings and handwriting task• Weekly timetables or foundation number activity

SECONDARY (KEY STAGE 3)
The below tasks may be computer based: <ul style="list-style-type: none">• Termly homework grid which focuses on foundation subjects• 20 minutes daily reading recorded in a reading record• Weekly spellings and handwriting task• Weekly timetables or number activity

SECONDARY (KEY STAGE 4)
The below tasks may be computer based: <ul style="list-style-type: none">• 20 minutes daily reading recorded in reading record• Weekly examination/qualification preparation work

4.0 INCENTIVES

It is encouraged that tutors develop positive reinforcement strategies that provide specifically for the pupils within their group. Additionally, the school provides the following incentives:

- Special mention certificates to be presented each week at a whole school assembly
- The opportunity for verbal praise from the Head teacher or Senior Leadership Team, who will meet pupils individually to praise them for good work

5.0 RESPONSIBILITIES

Role of Teacher

- At the beginning of each academic term parents will be informed of homework expectations
- Set homework according to the timetable
- Provide an incentive for the pupil to complete the homework
- Provide simple and concise instructions
- Set deadlines for completed work
- Mark homework according to school's Marking Policy
- Provide support for parents and pupils with homework

Role of Pupil

- Record their homework
- Demonstrate that they have put effort into their work
- Attempt homework to the best of their ability
- Return homework to their subject teacher/form tutor to be marked

Role of Parents

- Provide the necessary support for their child when completing homework
- Communicate and collaborate with the class teacher as to how their child is responding to homework, and to discuss any possible areas of improvement and how they can assist.
- If a child is unable to complete the homework on time or is having difficulty, then the parent should contact the teacher

Role of Management

- To assist teachers and parents in finding the best possible avenues to embrace homework so that it is a positive learning experience.