



**Carleton Rode &
Forncett St. Peter
CEVA
Primary Federation**



Carleton Rode and Forncett C.E.V.A. Primary Schools' ethos is founded on the belief that we should love our neighbour as we love ourselves and show this by treating others as we would like to be treated.

Homework Policy

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| Formally adopted by the Governing Board of: | Carleton Rode & Forncett St. Peter CEVA Primary Federation |
| On: | 1.2.21 |
| Chair of Governors: | Kirsty Byrne |
| Review due: | Spring 1 2022 |
| Signed by Chair of Governors | Date 1.2.21 |
| Kirsty Byrne | |
| Signed by Executive Head | Date 1.2.21 |
| Judith Jones | |

Introduction

As a general principal, the staff and governors of each school believe that all the children work hard during the day and they should feel that home is a place to play, relax and unwind. However, we also believe that children's learning at school is most effective when it is supported and reinforced in the home environment. In the past, the DfE provided guidelines for schools in the preparation and implementation of a homework policy. These guidelines not only suggested formal timetables and structures for homework for all year groups but also emphasised that 'homework' was not just about the formal, timed tasks. It also, argued that homework could be given the widest meaning – so that, for example, when parents/carers and children shared domestic tasks such as cooking, shopping, laying the table etc. this would all support their children's learning in school. The staff and governors at Carleton Rode & Forncett St. Peter CEVA Primary Federation share this wide view of homework and we hope the following policy will prove workable and unite both concepts.

Research by the Education Endowment Foundation suggests that homework in the primary phase has the greatest benefit if it is of good quality rather than quantity. We place the greatest homework emphasis on reading at home but may also send other tasks such as research tasks / projects, spellings, multiplication tables or maths activities. We know from feedback that most children love their homework tasks and derive a sense of great satisfaction from completing tasks. We expect all homework tasks to be completed, so we ensure we set beneficial tasks, value what is completed and provide feedback as appropriate.

1. The Aim of this Homework Policy

- a. To continue to develop an effective partnership between each school and the parents / carers to assist and promote the children's overall learning.
- b. To consolidate and reinforce particular skills, such as literacy and numeracy.
- c. To encourage children, particularly as they get older, to develop the skills necessary for working on their own for sustained periods. This becomes increasingly important as children get into Year 6, since it helps to ensure that they will be well equipped and ready for high school.

2. Reading

The Education Endowment Foundation's research shows that at primary level, daily home reading is the most important homework activity there is. The federation agrees that this is an invaluable and vital use of time and encourages parents / carers to read both with and to their children throughout their time at school. The teachers are always happy and willing to assist with this activity by providing children with books suitable for their age and reading level or ones which they will benefit from hearing read to them. Teachers can also provide help sheets with ideas for supporting children's reading fluency and comprehension skills. If parents / carers have any questions regarding their child's reading the teachers are always happy to discuss these.

3. The Role of each School

- a. Each class teacher will provide each child with a homework task during most weeks. With the youngest in school, this will be regular reading / being read

to and recapping of letter sounds and formation. The homework will be communicated to parents / carers in their child's homework book or, class newsletter depending on which school your child attends. This task will be individually tailored to each child's needs and abilities – except where it will assist the overall learning experience. The class teacher will also notify parents / carers of their class expectations and procedures in relation to reading, spellings and times tables. Each class teacher will explain the feedback expected for each task – for example, if spellings are sent home it will be made clear when they will be tested or, for older children, if a piece of written work is to be marked and reviewed, when this will take place.

- b. The class teacher will reinforce the homework task promptly and appropriately, by ensuring that the work is marked or spellings and times tables are tested on a regular basis.
- c. If homework tasks require or would benefit from using the internet, we will offer a session at lunch play for children to go online if they cannot do so at home so that they are not disadvantaged in any way.
- d. The class teacher will be available and willing to discuss with parents / carers any aspects of their child's homework. The class teacher will provide a description of the homework tasks and provide parents / carers with an opportunity to write their own comments about the homework set.
- e. The staff and governors of the federation will carry out a formal review of this policy annually. However, parents / carers should feel free to make comments about the policy in general, whenever appropriate.

The Role of Parents / Carers

- a. Wherever possible, to aim to spend some enjoyable time each day reading with or to each child as appropriate – children are *never* too old to read to even if they can read fluently themselves. By selecting longer books that are currently too hard for them to read themselves, children can access stories via their parents and carers that they cannot currently read alone. This develops their vocabulary, comprehension, the understanding of story structure and vitally, a love of sharing stories and books.
- b. To encourage children to complete all homework tasks to the best of their abilities and to praise them when they do so.
- c. Wherever possible, to provide a suitable environment in which the children can complete the homework tasks set.
- d. Wherever possible, and in particular, with young children, to be on hand whilst the tasks are being completed to provide support and encouragement.
- e. To provide each class teacher with feedback on homework set and their child's learning through formal and informal discussions as and when necessary.
- f. If your child attends Carleton Rode CEVA Primary School ensure their child has their homework book in school every day.
- g. Agree and sign the Home-School Agreement at the beginning of each school year.