

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Homework Policy

This policy applies to all pupils in the school, including EYFS

Created **1st September 2020**

Revised **1st June 2021**

Date for revision **July 2022**

1. Aims

At Sherborne House School, we aim to:

- ensure that parents are clear about what their child is expected to do
- ensure consistency of approach throughout the school
- use homework as a tool to help continue to raise standards of attainment
- improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment
- provide opportunities for parents, children and the school to work together in partnership in relation to children's learning
- encourage pupils and their parents to share and enjoy learning experiences
- reinforce work covered in class by providing further opportunities for individual learning
- practise or consolidate basic skills and knowledge, especially in numeracy and literacy
- encourage children to develop the responsibility, confidence and self-discipline needed to study independently
- to prepare all pupils for the transfer to secondary school.

2. The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

- The nature and type of homework will change throughout a pupil's school career
- The amount and frequency of homework should increase as a pupil gets older, but this may also vary through the school year and be appropriate to the ability of the child
- Homework should not cause undue stress on the pupil, family or the teacher
- It will not necessarily come in the form of a written task
- Homework should be set regularly from the EYFS to Year 6.

3. Role of the Teacher

- To provide an explanation of homework tasks to children and, when necessary, to parents and give guidance regarding how they might assist their child
- To ensure that homework tasks are available via printed instructions or set in Google Classroom
- To ensure that homework is set consistently across the year group
- To set homework that takes into account equal opportunities
- To ensure any homework is purposeful and links directly to the curriculum being taught
- To reward and praise children who regularly complete homework tasks
- To mark homework and give feedback to pupils.

4. Role of Parents/Carers

- To support the school by ensuring that their child attempts each piece of homework
- To provide a suitable place for their child to carry out their homework

- To encourage and praise their child when they have completed their homework
- To become actively involved and support their child with homework activities
- To make it clear that, as parents, they value homework and they support the school by explaining how it can help learning
- To liaise with their child’s form teacher if there are any concerns about homework tasks.

At Sherborne House School, we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved, as long as the child remains in control of the task. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's Form Tutor.

5. Recommended Subjects and Time Allocation

Homework should never be too onerous, nor should it ever create stress within the pupil’s family. If parents have any concerns, they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, in recognition of the need to balance school work and home activities such as clubs and coaching sessions.

After consultations with parents in December 2019, the allocation of subjects and times for homework across the year groups were altered, with recommendations as follows:

SCHEDULE

MONDAY	English - for Wed
TUESDAY	Spelling - for Tues, plus Read Theory for Y3-6
WEDNESDAY	Maths - for Fri, plus Times Tables Rockstars (Y2-6) / Numberbots (Y1-2)
THURSDAY	Science (when relevant to class learning) - for Mon This will be replaced by MFL once per half term and with any additional tasks as necessary e.g. learning words for a performance
FRIDAY	FAMILY FRIDAY - no set homework

TIMINGS

	New
Reception	Phonics / reading
Years 1 and 2	10 mins set homework + shared reading
Y3	15 mins set homework + 15 mins shared / independent reading
Y4	20 mins set homework + 15 mins independent reading

Y5	25 mins set homework + 15 mins independent reading
Y6	30 mins set homework + 15 mins independent reading

If a child has worked consistently for the above amount of time and has not completed a task, then they should stop and the parents write a note and sign the homework at the bottom. A child will not be penalised for this, as it helps the teacher who set the work to ensure that future homework tasks are appropriate to individual children's needs.

6. Homework Tasks

Pupils in Reception and Year 1 are given a Reading Record in which to record their reading at home and in school, and pupils from Year 2 upwards have a homework diary. These record books include space for comments from teachers and parents, and forms the basis of home-school liaison for reading tasks. Parents who have any queries about homework should not hesitate to make an appointment to speak to the child's Form Tutor. Form Tutors, or specialist staff as appropriate, who will carefully monitor the return of homework.

If children are absent due to illness, we will not send homework home, as the child clearly needs to be able to recuperate, but it will be available on the Parent Portal to keep parents informed.

It is not possible to give homework when children are absent for holidays in term time.

7. Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, disability, ethnicity, social, cultural or religious background. We plan work that is differentiated for the performance of all groups and individuals. Sherborne House School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.