

Homework Policy

As a School we appreciate that homework is not the only activity children should be participating in. Other essential activities such as Beavers/Rainbows/Cubs/Brownies, sports clubs and being outside riding bicycles and enjoying childhood are to be encouraged.

This homework policy and the plan above has been designed, together with the children of the school, to include the key aspects of what should be included as homework. Children will be set a week's worth of homework on a Tuesday, to be completed by the following Monday. This allows your child (at first with parental encouragement) to plan their week ahead. Those children who have clubs on a certain evening can organise themselves to complete their homework on other free nights. This homework Policy has been designed taking into account views of parents, children and staff and has been adopted by the school Governors. It is vitally important that parents support their child in reading, homework, and other opportunities for home-learning.

What is homework?

At Cranwell we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends, or enriches current learning.

The purpose of homework is to provide opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

Why is it set?

- To provide opportunities for parents to be involved in children's learning.
- To enable children to practise and consolidate skills.
- To broaden the context of learning and provide enrichment and extension.
- To enable children to take responsibility for their own learning, become more independent and develop perseverance.

How can parents help?

- Provide a quiet area where your child can work. It is helpful to switch off the TV to aid concentration.
- Offer your help and support for younger children to complete tasks.
- Expect older children to work independently but make it clear that you are there if needed.
- Encourage your child to complete homework on the day set, as the task will have just been explained. If they leave it until the day before it is due in, they may find that they need resources that they do not have to hand. The setting of homework several days in advance enables children to develop skills in organising their time. Younger children will need your support in moving towards this.
- Check your child's Homework folder, planner, and Tapestry accounts weekly.

Take an interest in the homework and encourage your child to take a pride in the presentation of written tasks. Work should be handwritten by your child in pencil or a suitable handwriting pen, unless directed otherwise by the class teacher.

Roles and Responsibilities

Class teachers will plan purposeful activities with clear learning intentions, which are linked to the curriculum content. Clear instructions and examples will be given when necessary for homework to be achievable. They will respond to children's efforts, providing encouragement and reward.

Parents have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for its completion.

Children are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

Children completing homework are praised and outstanding examples of extra effort are rewarded. Teachers keep a record of work completed. Parents are informed if a child regularly fails to complete homework.

It is the responsibility of our governing body to agree and then monitor the school homework policy.

Special arrangements/SEN

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge.

Year Group	Reading	Weekly Spellings	Mathematics activity Timetables, e.g. skills test, or Mathletics Activity	Times tables	Topic/Practical based activity
		Each of these activities should not take more than 15 mins to complete			
Foundation Stage	5-10 mins of their reading book daily	Weekly Phonics Task / Sounds & Words / writing of the phonic sounds	Mathematics activity, e.g. skills test, or Mathletics Activity set		Tapestry/Activity/ Practical Task
		The Foundation Stage will alternate each week between these activities			
Years 1 & 2	Daily Reading for a minimum of 10 mins	Weekly Spellings	Mathematics activity, e.g. skills test, or Mathletics Activities 1-2	Times tables (YR 2)	Topic – free choice activity/research
Years 3 & 4	Daily Reading for a minimum of 10 mins	Weekly Spellings	Mathematics activity, e.g. skills test, or Mathletics Activities 2-4	Times tables	Literacy or topic-based activity e.g. text comprehension, research or writing.
Years 5 & 6	Daily Reading for a minimum of 10 mins	Weekly Spellings	Mathematics activity, e.g. skills test, or Mathletics Activities 3-5	Times tables	Literacy or topic-based activity e.g. text comprehension, research or writing.
No homework will be set during term breaks, with the exception of Year 6 who may be sent home short workbooks to prepare them for their SATs Assessments. However, children are still expected to read frequently during these breaks, and in Foundation Stage continue to practise their phonics sounds & words. Please note: When using Mathletics, a pencil and paper may be required to complete calculations.					

Monitoring and evaluation

In order that the policy directly contributes to the quality of teaching and learning, the provision of homework will be regularly monitored. A sample of School Planners and planned activities will be reviewed by the staff as part of the school's self-evaluation process. In addition, the scrutiny of homework samples will form part of curriculum leaders' monitoring responsibilities in the allocated phase of the School Improvement Plan. Parents will also be given opportunities to share their views with teachers at the Parents' Forum and Parent Questionnaires.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. This can be done through a message in their child's reading record, email, or Tapestry platform. If their questions are of a more general nature, they should contact the Deputy Headteacher or Head teacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the governing body.