



**CASTLEFORD
PARK JUNIOR ACADEMY**

Homework Policy

Castleford Park Junior Academy

September 2018

Review Date : Sept 2019

Castleford Park Junior Academy Homework Policy

Introduction

At Castleford Park Junior Academy we believe that homework plays an important part in a child's education. Homework readies a pupil for the world of work and helps build positive attitudes towards independent study.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to making homework well-balanced across the school so that such opportunities are not reduced.

This Homework Policy was developed in consultation with staff members, parents, pupils and with the full agreement of the Governing Body.

Aims:

Castleford Park Junior Academy's Homework Policy aims to:

1. Develop a consistent approach to homework throughout the school.
2. Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to homework.
3. Ensure that parents have clarity about what their child is expected to do and are informed about what their child is learning.
4. Support pupils' learning experiences via revision and consolidation of objectives taught.
5. Use homework as a tool for raising standards of attainment.
6. Improve the quality of the learning experience by extending it beyond the classroom.
7. Develop curiosity and enjoyment for learning and independent study

Responsibilities

Role of the Headteacher and Governing Body

1. Frequently check compliance of the policy and monitor its effectiveness.
2. Discuss with staff how far the Policy is being implemented.
3. Support parents with information about homework; inform new parents about the homework policy and ensure that it remains fit for purpose – taking into account parent views

Role of the Teacher:

1. Plan and set a regular programme of homework for pupils that is consistent.
2. Provide a clear explanation of homework tasks to ensure all pupils –and parents - understand.
3. Ensure all homework given is purposeful, appropriate to ability and links directly to the curriculum with a range of tasks to engage the children.
4. Monitor homework regularly, praise pupils who complete it and communicate with parents if there is a problem regarding completion or effort.
5. Ensure homework takes equal opportunities into account and that the needs of pupils with SEN & disabilities are considered.

Role of Parents/Carers

1. Support their child with completing homework to a high standard and on time. As they get older, this may also include helping them manage their time effectively to meet deadlines given.
2. Provide suitable conditions and resources for their child to complete homework (a quiet room, a suitable writing surface, suitable materials to use.)
3. Praise their child and celebrate achievements with regard to their homework.
4. Inform teachers of any issues that may arise and co-operate with the school to find a solution.
5. As their child develops in age and ability, encourage independent study for more sustained periods – for example setting a timer to encourage focus for a specific length of time appropriate to the child and encouraging independent work first before helping/checking what they have done

6. Ensure that homework is completed by the pupil – rather than by the adult helping – as this is important for teachers to gauge where further support is needed.

Role of Pupils

1. Take responsibility for their own learning and submit completed work in a timely manner, having a positive approach towards their work.
2. Put the same effort into homework as would be expected of class work, taking pride in their achievements.
3. Make sure they understand the tasks that have been set and seek clarification if required.
4. Ensure that they have everything they need to complete homework and return to school all books/stationery that has been borrowed to complete it to an acceptable standard.

Consultation with parents:

Regular consultation with a cross-section of parents has helped us develop the following regular homework tasks.

Shared reading time between families is essential in developing vocabulary and understanding of the wider world – particularly where the reading is wide and varied – from reading scheme books to newspapers.

Times tables knowledge helps pupils unlock the key to more complex mathematical tasks and are therefore an essential ‘basic skill’ that must be practised regularly.

Spelling knowledge – particularly of rules and tricky words – increases with practise, which is why regular spelling practise is part of our homework

Practice of the upcoming maths strategy – parents often ask to find out more about the way maths is taught in school now, so that they can help their child if they are struggling. Teachers will post a video, demonstrating the maths strategy that is going to be taught, so that children can practise at home and come to class with a confidence that has been developed through discussion at home with a parent. This will greatly improve their ability to deepen their understanding in lessons and learn when they might apply such a strategy in real life.

Homework Tasks – Current practice

Year Group	Homework given	Maximum time to spend on it
3	<ol style="list-style-type: none"> 1. Reading – Reading scheme & Accelerated reader book 2. Spellings & Times Tables (weekly) 3. Maths – practise the upcoming strategy 	<p>Reading – 3 times a week for 15- 20 minutes at a time.</p> <p>Spellings & Times Tables – 3 times a week</p> <p>20 mins practising from the video made available for pupils</p>
4	<ol style="list-style-type: none"> 1. Reading – Reading scheme & Accelerated reader book (weekly) 2. Spellings & Times Tables (weekly) 3. Maths – practise the upcoming strategy 	<p>Reading – 3 times a week for 20 - 30 minutes at a time.</p> <p>Spellings & Times Tables – 3 times a week.</p> <p>Half an hour practising from the video made available for pupils</p>
5	<ol style="list-style-type: none"> 1. Reading – Reading scheme & Accelerated reader book (weekly) 2. Spellings & Times Tables (weekly) 3. Maths – practise the upcoming strategy 	<p>Reading – 3 times a week for 30 - 40 minutes at a time.</p> <p>Spellings & Times Tables – 3 times a week.</p> <p>30-40 minutes practising from the video made available for pupils</p>

6	<ol style="list-style-type: none"> 1. Reading – Reading scheme & Accelerated reader book (weekly) 2. Spellings & Times Tables (weekly) 3. Maths – practise the upcoming strategy 4. Additional revision that will replace the homework menu item as SATs approaches 	<p>Reading – 3 times a week for 40 – 45 minutes at a time.</p> <p>Spellings & Times Tables – 3 times a week.</p> <p>40 minutes at least practising from the video made available for pupils</p> <p>As and when requested by the teacher as SATs approaches</p>
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Absences

1. If the child is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils should be able to recuperate. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.
2. If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

Pupils who fail to complete homework

All pupils are expected to complete homework regularly and record their reading in their planners. Acknowledgement that they have read three times will result in a reading reward.

Pupils with SEND

1. The school recognises that pupils with special educational needs and disabilities (SEND) may require specific tasks that support their individual development.
2. While pupils with SEND may benefit from special tasks separate from the homework received from other pupils, it is important that they also do as much in common with other pupils.
3. A balanced amount of the right type of homework will be set for pupils with SEND, in consultation with the parents and SEND Co-ordinator.

Equal Opportunities

At Castleford Park Junior Academy, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

This policy is reviewed annually, although it may be amended as necessary throughout the year.

Reviewed July 2018

Signed _____

Date: Sept 2018

Miss K. Law Headteacher

Signed _____

Date: Sept 2018

Mr J. Dossey Chair of Governors

