Tidbury Green School
Dickens Heath Road
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Solihull
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Policy Name

Homework

Date of Review

Autumn Term 2024

Next Review Date

Autumn Term 2026

Agreed by Governors

Dec 2024

Date

Dec 2024

Policy:	Homework
People Authorised to make changes to this policy:	• Mrs R Fitter • Mr P Jones
Committee responsible for approving policy:	Policy, Curriculum, Scrutiny & Standards

Questions for the reviewer of this policy:	
Does this policy comply with statutory requirements and is relevant legislation and guidance referenced in the policy?	Yes
Does the policy reflect current evidence-based good practice?	Yes
Is the policy consistent with the vision and ethos of the school?	Yes
Does the policy reflect current practice in the school?	Yes

After policy review:	
Changes made:	Minor amendments
Expected impact of updated policy:	Additional learning outside the school
Updated policy sent to governors:	Autumn 2024
Updated policy sent to staff:	Autumn 2024
Updated policy put on website:	Jan 2025

1 Introduction

1.1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

2 Rationale for homework

2.1 Homework is an important part of a child's education, and can support a child's development. The government made clear its commitment to homework in the 1997 White Paper ‘Excellence in Schools’, in which homework was described as 'an essential part of good education.' We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

2.2 Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

3 Aims and objectives

3.1 The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

4 Types of homework

4.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.

4.2 We set a variety of homework activities. All children have the opportunity to take home a reading book. For those children in the EYFS and in Key Stage 1, we give children books to take home and read with their parents. We give guidance to parents on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings as part of their homework. Also in Key Stage 1, we set weekly homework pages to be completed. These will alternate between a math and English focus.

4.3 At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 4.2, but we expect them to do more tasks independently. We set English comprehension and Maths homework routinely each week, and this learning relates to what has been covered in the classroom during that week. Therefore, the subject knowledge is familiar to the children so is a further opportunity for them to retrieve this and commit it to their long term memory.

4.4 Each half term, pupils will be asked to practice their Key Instant Recall Facts (KIRFs) at home to support their maths learning. These KIRFs have been carefully structured from Reception – Year 6 so parents are aware of a crucial maths concept which will support their child not only for that academic year but for the future as well, for example one half term in Y4 will be spent practising the 9 and 11 multiplication facts.

4.5 Children are also welcome to use programs they have used in their classroom to consolidate their learning further at home, using their own individual log in details e.g. NumBots, Times Tables Rock Stars and Purple Mash.

4.6 Homework is regularly marked alongside the child and in accordance with the general school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time. We feel this is one of the best ways to support children's mental health and well-being. Equally, if a child is struggling with their homework during that week, class teachers will have a look with that pupil to support them.

4.7 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

5 Amount of homework

5.1 As children move through the school, the level of challenge in their homework will naturally increase. While we do not specify a specific amount of time per week, we expect that daily reading for at least 15-20 minutes occurs. If spellings are becoming trickier, we would suggest focusing more on this during the week to support learning them by heart.

6 Inclusion and homework

6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework for pupils with additional needs, where relevant, we refer to those pupils' One-Page Profiles. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

7 The role of parents

7.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

7.2 If parents have any questions about homework, they should, in the first instance, contact the child's class teacher. If they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents should contact the governing body.

8 Use of technology

8.1 The use of technology and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by using artificial intelligence (AI) or by downloading and printing out something that has been written by somebody else.

8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents are advised to always supervise their child's access when working online.

8.3 We discourage children from bringing USB storage devices into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the school office.

9 Monitoring and review

9.1 A named member of staff is responsible for coordinating and monitoring the implementation of this policy.

9.2 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way in which homework is organised in our school.

9.3 This policy will be reviewed in two years, or earlier if necessary.