

HOMEWORK POLICY for Katherine Semar Infant & Junior Schools

Ratified by Governing Body on: March 2011

Last Reviewed: Autumn 2022

To be Reviewed : Autumn 2025

The Governors and staff of Katherine Semar Junior School believe that homework is an important aspect of a child's education. It encourages children to realise that learning can take place outside the classroom and promotes independent learning, thus encouraging the child to take greater responsibility for their progress. Homework allows parents, carers and the school, to work in partnership for the benefit of their child.

1. AIMS

Homework is encouraged throughout the school. To be most effective parents, carers, staff and the children, need to understand its purpose.

- It reinforces skills which have been taught in school and gives children the opportunity to practise what they have learnt.
- It encourages self-discipline as the children take responsibility for their learning.
- It promotes independent learning.
- It provides teachers with the opportunity to support and extend individual children.
- It sets standards for life and children become accustomed to working at home, preparing them for secondary school.
- It encourages children to share their learning with parents and carers.
- It encourages parents and carers to become involved with their children's learning.

2. READING

We ask that children read daily alongside the prescribed schedule that follows and that reading for pleasure is valued at all times and is not just confined to the total time spent completing homework. We want to promote a love of reading in every child. We encourage parents and carers to discuss their children's books and ask questions about them to ensure that there is understanding of their book as well as accurate reading.

3. HOMEWORK SCHEDULES

In the Infant School the children are given weekly learning letters explaining to parents what the children have been doing and suggested activities which can be completed at home.

Homework is given on a regular basis across the schools following the schedule below. From time to time, homework may vary in response to a particular activity such as an educational visit, or may be added to, for those children who have not completed the required task in class. In these circumstances the teacher will write an explanatory note in the child's homework diary.

Homework content may be set as a written piece of homework or may be set for completion on the Virtual Learning Environment (VLE). As with all homework set, work completed on the VLE is monitored and results are recorded. To further support our children's learning, times tables and weekly spellings can also be practised on the VLE.

Year group	When Set	Tasks/Activities/Subject Areas Our expectations are that:
Year 3	Weekly	Children will read. In addition they will learn spellings weekly and complete an English task or a Maths task weekly. They will also learn tables each week.
Year 4	Weekly	Children will read. In addition they will learn spellings weekly. They will also complete an English task, a Maths task and learn tables each week.
Year 5	Weekly	Children will read. In addition they will learn spellings weekly. They will also complete an English, Maths and French as well as practising their tables.
Year 6	Weekly/ Daily	Children will read. In addition they will learn spellings weekly. They will also complete an English, Maths and French based task each week. During the Spring term, the children will work through a daily revision program in addition to French homework.

4. RESPONSIBILITIES

It is our expectation that homework will be completed carefully and on time.

If a child does not complete homework:

Teachers will offer opportunities through the week to provide support for children to help them with any homework that is confusing or difficult for children to complete.

Where homework is frequently missing or not completed, late or of a poor quality, the child's parents or carers will be contacted by the class teacher.

In Year 6, a yellow card will be issued if a child fails to hand in homework.

5. INCLUSION

All children will have access to homework that is relevant to their current stage of learning. Homework will follow the homework timetable for each year group, but be differentiated to provide the appropriate challenge for each pupil.

6. EQUAL OPPORTUNITIES

All children are provided with equal access to homework. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.