



Deal Parochial Church of England Primary School

Homework Policy

LATEST POLICY REVIEWED & UPDATE: January 2022

Ratified by Learning & Development Team April 2021

Deal Parochial C.E.P. School

Kindness, Trust, Friendship, Respect, Courage, Forgiveness

Vision statement

**Our School is built on the teachings of the Bible and inspired by The Gospel Values of
Faith, Hope and Love.**

**Our Christian ethos is upheld by respecting humanity fostered through our community
that is welcoming, inclusive and forgiving.**

Together we flourish through courageous learning, friendships and generosity.

TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS



Deal Parochial Church of England Primary School

Deal Parochial Church of England Primary School is a Church of England Voluntary Aided Primary School catering for children between the ages of 4 and 11 years. The school prides itself on being a church school with 6 specific values (Kindness, Courage, Respect, Friendship, Trust and Forgiveness) based on the fundamental beliefs in one God, Jesus Christ, the Holy Spirit and the Anglican tradition.

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1. Introduction

Deal Parochial School encourages the formation of partnerships between home and school. One of the ways in which this has been established is through home learning activities. The homework activities must be meaningful and interesting, as well as providing useful reinforcement or extension of class work recently undertaken. It is Deal Parochial School's aim that home learning is achievable, appropriate to the pupil's level of ability and, above all, an enjoyable, shared experience.

2. Purpose

The purpose of this policy is to: -

- Develop an effective partnership between the school, parents and other carers in pursuing the aims of the school.
- Parents have the opportunity to support their child in their learning. Pupils' learning in school is consolidated further, leading to deeper understanding and sustained progress.
- Consolidating and reinforcing skills and understanding, particularly in English and Mathematics.
- Motivate children to be independent learners and to capture their interest.
- Encouraging pupils as they get older to develop the confidence and self-discipline needed to study on their own, preparing them for the requirements of Secondary school.

3. Approach

Homework builds on work done in the classroom. It enables the class teacher and the parent to confirm that the child understands a subject and helps to instil and develop a sense of discipline about work at home. If a teacher sets homework there is an expectation that this will be completed by the set date.

Most homework will focus on the core subjects – English, mathematics, science, ICT and RE. Other subjects, such as history and geography, may also be set.



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Homework should be provided on a consistent basis, with sufficient time allowed for the completion of the task. Children will be given clear instructions about the activity to be undertaken.

The amount of time taken on a piece of homework will vary according to the age and ability of the child.

Role of class teacher

Marking and Feedback

Teachers will 'set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired' (teachers' standards May 2012).

Time allocation for homework recommended previously by the government:

- **KS1:** 1 hour/week
- **KS2:** 1.5 hours/week

Throughout the school the expectation is the children will be reading daily. There will be weekly English and Mathematics activities and these may be supplemented by topic-based work. When and where necessary the English and Mathematics tasks may be differentiated to suit the needs and skills of the children.

There may be additional homework set above the general tasks outlined above. These may include research, project work, and preparation for a lesson. These will link to the work done in the lesson; the children will be given clear guidance on what to do and on the deadline for the work.

At Deal Parochial School all class teachers send a termly newsletter to parents. Homework, class topic, and key maths and literacy learning goals are outlined in the letter. Teachers indicate the day homework is set and the day they expect homework to be handed in completed.



Should there be any issues with the return of homework the class teacher will contact parents / carers and invite them to discuss the concerns and work together to find appropriate solutions for the individual needs of the child.

Special Educational Needs; The role of the inclusion manager / SENCO

Where children have educational, cognitive, physical, or / and emotional social and behavioural additional needs the Teacher, SENDCO or 101 may meet parents / carers to agree appropriately differentiated homework.

There are times when homework is not appropriate for families and children. This needs to be agreed and discussed sensitively, with the class teacher, parent/ carer and SENCO.

Recording of Homework

Books:

All homework should be recorded neatly in the homework book or folder Parents are encouraged to write in the homework books to communicate with the teacher on how things have gone.

Online:

Children may be set tasks to complete online e.g. via Teams, SATS companion, Mirodo. Where children do not have the opportunity to do this at home, teachers will make provision for children to complete the task given, at school.

Creative Tasks:

Some activities will be open-ended and will necessitate children to be creative and produce models, works of art, etc. Teachers should make clear what the minimum expectations are.



Careful consideration has been given to setting homework tasks that children should be able to complete with encouragement and guidance from parents and carers.

Role of the parent / carer

Staff recognise and respect the contributions that parents and carers make, in partnership with the school, in helping to raise pupils' levels of attainment and improve progress.

The parent / carer is expected to support and encourage the child by giving time and a suitable environment in which homework can be done. KS2 children are expected to communicate their homework task to the parent. It is hoped that this will encourage the children to develop a sense of responsibility and to develop a range of skills including those needed to learn for themselves.

If at any time parents/carers are experiencing difficulties with their child's homework please contact the class teacher and discuss the concerns.

Things you can do to help your child learn:

Give your child confidence through lots of praise and encouragement.

- ✓ As a parent, you have tremendous power to strengthen your child's confidence – and confidence is vital to learning.
- ✓ Provide specific praise that focuses on a particular aspect of their work. Comments such as "I like the way you have..." is more effective than "You're clever!"
- ✓ Read to, and with, your child as much as possible. The Government is encouraging parents and carers to read to children, hear them read, or encourage them to read to themselves for at least 20 minutes a day.
- ✓ Encourage children to observe and talk about their surroundings. Even young children can be helped to read notices and signs, for example, and understand what they mean.
- ✓ Make use of your local library. Look out for special events and services for children.
- ✓ Visit museums and places you think your child might find interesting. Children now have free admission to major national museums and art galleries.



Equalities Statement

At Deal Parochial CEP School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At Deal Parochial CEP School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This policy has been developed by a working party consisting of staff, parents and governors.

Justine Brown Head Teacher; January 2022

Updated / amended by Katherine Porteous (DHT) January 2022