

Ocker Hill Academy



Aim High ● Aim Higher

# Ocker Hill Academy Homework Policy

To be reviewed in line with Ocker Hill Academy Policy Guidelines

## Homework Policy

### 1 Introduction

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

### 2 Rationale for homework

2.1 Homework is a very important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any Academy by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at the Academy. Indeed, we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our Academy is for children to develop as independent learners. We believe that 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. 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 wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at the Academy, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of the Academy.

### 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 a partnership between home and the Academy 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 the Academy;
- to consolidate and reinforce learning done in the Academy 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 We set a variety of homework activities. We encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask children to learn spellings or mathematical tables as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying it in the Academy. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in the Academy when we believe that they would benefit from spending further time on it. When we ask children to study a topic or to

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research a particular subject, we encourage them to use the Academy and local library and the Internet.

As pupils progress through the Academy we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week and we expect the children to consolidate and reinforce learning done in the Academy through practice at home. We also set homework as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood.

### **5 Amount of homework**

**5.1** We increase the amount of homework that we give the children as they move through the Academy. We expect children in years 3 and 4 to spend approximately 15–20 minutes per night on homework and children in years 5 and 6 to spend approximately 30 minutes per night.

The main task aims to extend the creative curriculum by encouraging children to decide on their own research/presentation methods while basic skills activities reinforces numeracy and literacy skills covered in class. Spellings are also set weekly to be learnt for a test the following week. There may be individual work set for Year 6 children linked to preparation for SATs.

Children will also have a reading record book which can be completed by parents/carers when the child has read at home. The children are also encouraged to bring home a library book of their choice every week as well as their reading book which is returned the following week.

### **6 Pupils with special educational needs**

**6.1** We set homework for all children as a normal part of Academy life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Individual Education Plans (IEPs).

### **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 they feel necessary and 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** We ask parents to check the homework at least once a week.

**7.3** If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Principal. Finally, if they wish to make a complaint about the Academy homework policy or the way it is implemented; parents should contact the governing body.

## **8 Monitoring and review**

**8.1** It is the responsibility of our governing body to agree and then monitor the Academy homework policy. This is done by the committee of the governing body that deals with curriculum issues. Parents complete a questionnaire during the Academy's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our governing body may, at any time, request from our Principal a report on the way homework is organised in our Academy.