



Policy for

Homework



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Statement of intent

All Aspire Educational Trust policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

This policy applies to **Ash Grove Academy**.

Ash Grove Academy is a vibrant, enthusiastic, forward-thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

Aims

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study at an age-appropriate level.
- Embed knowledge and support pupils' learning experiences by giving pupils the opportunity to further practise and revise the skills, knowledge and concepts learned during the school day.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.

1. Roles and responsibilities

The principal and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy annually and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Providing parents with information about homework.
- Informing new parents about this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

In line with Ash Grove Academy's home-school agreement, teachers will be responsible for:

- Setting regular, age-appropriate homework tasks.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Providing appropriate feedback to pupils.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Setting homework that is consistent across classes.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

In line with Ash Grove Academy's home-school agreement, parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.

In line with Ash Grove Academy's home-school agreement, pupils will be responsible for:

- Taking responsibility for their own learning, according to age and ability, and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

2. The school's approach to homework

Ash Grove Academy understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, teachers will ensure that homework is only set to positively impact pupils' progress.

Prior to homework being set, teachers will ask themselves, 'Why am I setting this homework?' and 'How will this homework be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the homework is necessary.

Ash Grove's approach to homework is outlined in this policy and in the Home-School Agreement which is sent home in the autumn term and given to all new starters.

Children are regularly reminded of what is expected of them with regards to homework.

All topics and units of work being covered in each year group can be found on the school's website under the 'Our Learning' / 'Ash Grove Curriculum' tabs.

Pupils will receive homework on a weekly basis, with the date of return specified by the class teacher.

Pupils' homework activity will be designed to take between 30 – 90 mins across the week, depending on the age of the pupil. The amount of homework set for pupils will vary as they progress through their education and will be matched to their learning in class.

Teachers may, on occasion, set extra homework for the whole class if they deem it beneficial.

The table below shows a summary of weekly homework set across school:

* **Reading every night.** This is the **single most important thing** that you can do with your child, even when they become independent readers in KS2. It will improve their ability to access all areas of the school curriculum, and increase their chances of achieving well in academic outcomes. **We recommend 10-15 mins for children in Reception, Year 1 and Year 2, and 20-30 mins for children in Years 3-6.**

* **Phonics or spelling activity** Depending on the age and reading stage of your child, this activity will provide additional practise of the learning already completed in class.

* **Maths activity** This activity provides additional practise of the learning already completed in class.

* **Oracy activity** This activity aims to develop listening, speaking or presentation skills. This may include a focus on developing new or subject-specific vocabulary.

* **Picture News (for children in Year 3, Year 4, Year 5, Year 6)** – a different question each week linked to a topical issue. This activity gives you and your child the opportunity to explore, discuss and debate a range of relevant national or global issues.

3. Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.

There may be exceptions to the above and the classroom teacher will decide whether homework should be set on a case-by-case basis.

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Absences when homework is set and due will be managed in line with the school's Attendance and Absence Policy.

4. Pupils who fail to complete homework

All pupils will be expected to complete homework on time, as outlined in the Home School Agreement.

Teachers will keep a record of pupils who regularly fail to complete homework. In this instance, teachers will speak to the child and may contact parents to find out the reason for this to see if any further support is needed.

Teachers will make efforts to support pupils who are struggling to complete homework and will raise any concerns regarding their pupils' ability to complete homework to the principal and/or parents as appropriate.

Pupils who regularly fail to complete homework will be asked to do so at break or lunch time.

5. Marking homework

Most homework will be gone through orally with the pupil, or marked by pupils as a whole class. This gives pupils the opportunity to reflect on their successes and consider errors or misconceptions in the context of their next steps of learning.

6. Pupils with SEND

A balanced approach to homework will be adopted for pupils with SEND, and this may be done in consultation with the pupil's parents and the SENDCo as appropriate.

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual support or education plans.

While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, they will also complete as much standard homework as possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

7. Equal opportunities

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

All pupils will have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

8. Monitoring and review

Any updates to this policy will be shared with parents, pupils and staff

