

BLACKFRIARS ACADEMY

HOMEWORK POLICY

Developed:

Revised: July 2015

Review Date: July
2019



Definition:

“Homework” refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

Purpose or Aim:

The aims in setting homework are to:-

- a) revise
- b) rehearse - previously taught facts or skills particularly in literacy and numeracy
- c) involve parents and carers as partners in the learning process – encouraging discussion and active interest.
- d) to encourage independent learning and research for those who are able to undertake this skill through carefully planned and structured tasks that are part of the academy’s schemes of work.
- e) to develop the confidence and self-discipline needed for pupils to study on their own.
- f) to reinforce concepts, skills and knowledge of course and project work

Care is needed to ensure that pupils are encouraged to have a balanced learning experience with supervised and directed learning occurring within the Academy alongside an opportunity to learn informally through ‘play’ and life experiences within the home environment. Individual Education Plans/Individual Learning Plans (IEPs/ILPs are discussed and sent home to enable parents/carers to reinforce them within the home environment).

Within the FE departments targets are shared with parents as part of the Annual Review process.

The importance of time spent discussing and reporting on the school day with a significant adult within a supportive home environment cannot be over emphasised.

Practical Application:

Pupils can be given ‘reading activities’ as homework. This is to follow the pupils individual reading programme and may include the use of flash- cards, taped stories and parallel reading material from the library trolley and/or the sharing of a story or picture book. Reading is to be recorded in the pupil’s reading/homework diary and parent/carers encouraged to make positive comments in this record book.

Regular reading to and with parents and carers is vital. The sharing of stories with others in the home environment on a regular basis is to be encouraged and pupils asked to bring in books they enjoy sharing.

The focus within the FE Department is on the reading of magazines and newspapers.

When appropriate weekly spelling lists are given to be practised at home.

When appropriate pupils may be given small numeracy tasks to complete at home. Some tasks may be internet based to be accessed from home.

Pupils may be encouraged to bring in books/pamphlets and any other information appropriate to topics/subjects covered in school.

More able students will be encouraged to undertake more rigorous and challenging homework to supplement their studies in school leading towards external assessment.

Physiotherapy home exercises: many pupils benefit from a programme of home exercises which are arranged in conjunction with the physiotherapist.

Communication: some pupils may be given tasks for rehearsal at home which develop their ability to communicate.

The precise amount of time spent on homework is much less important than the quality of task performed.

Planning and Co-ordination:

- 1) Class and subject teachers are responsible for ensuring that the demands of homework are manageable for individual pupils and parent/carers on a day to day basis. Home school diaries may be useful tools for recording any difficulties encountered.
- 2) Homework for some subjects is occasional – this is to ensure that whatever is set is meaningful and accessible. Homework will not be set just for the sake of it.
- 3) Within the FE department homework is not a regular requirement; it is set as and when necessary by specialist subject teachers.

The role of parents and carers in supporting pupils.

- 1) All parents/carers have access to a copy of the current homework policy.
- 2) Parents/carers are asked to value pupils' homework.
- 3) Parents/carers are asked to provide a reasonably peaceful/suitable place in which pupils can do their homework either alone or when appropriate with a supportive adult.
- 4) Parents/carers are asked to encourage pupils and praise them when they have completed homework.

- 5) Parents/carers are asked to become, as far as possible, actively involved in joint homework activities with their child.
- 6) For some pupils parents encouraging them to 'talk about' or engage in communication about their day is an appropriate level of homework.

Feedback for pupils, parents/carers:

- 1) Where homework is done together with a supportive adult, children should receive immediate feedback on what they are doing in a positive but honest manner.
- 2) Where homework is performed independently - pupils will receive appropriate feedback from their teachers as quickly as possible. This may be through class work or through comments written, or verbal from their teachers.
- 3) Teachers will welcome feedback from parents/carers both on how well the children did the activities and on whether the activities were interesting/too easy/too hard etc. Home school diaries may be a valuable tool for recording such comments.

Ratified by Academy Council : July 2017

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