



ST EDWARD'S CE ACADEMY CHEDDLETON [SEAC]

HOMEWORK POLICY

Mission Statement

At SEAC we will aim to create a caring environment in which each person is valued as an individual and is encouraged in all aspects of their life. We aim to encourage children to be everything they can be. Our motto supports this...

“Learning and Caring Together”

SEAC is a family of people who care for and respect one another. Everyone is valued and encouraged to develop their gifts and talents. Together, we learn to love and we love to learn.

The Purpose of Homework

Learning at home is an essential part of good education. Regular homework is important as it gives children the opportunity to practice at home the tasks covered in class, and helps the children work towards improving important skills. It also helps children and young people to become confident and independent in their learning, which will help throughout their time at school and in adult life.

Homework activities are an important part of the home / school partnership.

All children are expected to take part in homework tasks to enhance and support their work in class.

The Amount and Type of Homework

It is expected that children will spend at least the following times on homework activities:

Year Group	Homework Activity
Foundation Stage 1	Home-school link activity given weekly. Children complete with parents and return at the end of the week. The activity is linked to the six areas of learning and is displayed on their reach for the stars board in the classroom.
Foundation Stage 2	Up to 1 hour per week – phonics, reading, spelling, other literacy/ maths work and work on targets
Year 1	1 hour per week – reading, spelling, other literacy/ maths work and work on targets
Year 2	
Year 3	1.5 hours per week – reading, spelling, literacy or maths as for years 1 and 2, with occasional assignments in other subjects and work on targets.
Year 4	

This is in line with the Government’s recommended time allocation, based on current good practice, as set out in *Homework: Guidelines for Schools and Secondary Schools*.

Wherever possible, homework will be appropriately differentiated according to individual abilities.

In addition, children may wish to complete additional research, work, reading that has not been set by a class teacher. This is highly valued and can be brought into school to share with other children.

The amount and type of homework for children with special educational needs

A child's Special Educational Need must be taken into consideration when planning homework.

In particular, children with special educational needs (including dyslexia and other SPLD) may require:

- Support when recording homework
- Support when writing down in learning logs
- Additional time to discuss, think about and complete tasks
- Additional information about how to complete tasks
- A high level of repetition and over learning to establish skills

It is the teacher's responsibility to ensure that homework is appropriate for the individual child and that tasks can be achieved in a reasonable time for each child.

The role of teachers and TA's

Staff at SEAC will:

- Provide a range of homework tasks and activities to either extend and consolidate learning in class or meet individual targets.
- Ensure that children have a clear understanding of the task and a common understanding of the high expectations held of them individually, according to their ability.
- Read regularly with children, comment on their reading and set relevant targets in learning logs for children and parents to focus on when reading at home.

The role of Parents / Carers

Parents and carers can help to support their child by:

- Reading regularly with the child and completing the child's learning log, with a particular focus upon targets set and comprehension.
- Providing support and encouragement to the child when they require it.
- Support the school by explaining that homework is valuable and aids learning.
- Encourage children and praise them when homework is completed.
- Ensuring that a child only spends the required amount of time on a homework task.

The role of the child

Children are expected to:

- Read at least three times per week.
- Complete and return any other additional homework tasks when given.

When a child manages to do this then they will be rewarded with a stamp in their achievement card.

Individuals abilities will be taken into consideration and adaptations made to the above reward system if necessary.

Feedback for children, parents or carer's and teachers

It is important that children, parents / carers and teachers communicate effectively about homework completed. Immediate verbal feedback should always be given and any targets or comments about previous targets should be recorded in a child's learning log. This should then be dated, signed and returned to the child's class every day.

As with all school activities parents / carers are invited to discuss any queries with the child's class teacher.

How will homework be coordinated and monitored

Reading, spelling and maths facts are encouraged as forms of homework in our school. It is responsibility of the class teacher to set any homework tasks.

The checking and monitoring of homework can be completed by Non-Teaching staff but it is the class teacher's role to take overall responsibility and to monitor reading in particular.

The Literacy Coordinator, Maths Coordinator and Principal will monitor the use of homework, comments and targets on a termly basis.

Please see individual key stages for specific arrangements.