



<b>Category</b>	Curriculum		
<b>Document Name</b>	Homework Procedure		
<b>Approval By</b>	Brantridge School Governing Body		
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<b>Version</b>	1.1	<b>Next Update Due</b>	Spring 18 Term

## Related Policies

Document	Reference
Teaching and Learning Policy – Curriculum Policy (CM.P1)	

### 1 Aims of the Procedure

- To ensure consistency of approach throughout the school,
- To ensure progression towards independence and individual responsibility,
- To ensure the needs of the individual pupils, are taken into account,
- To ensure parents/guardians have a clear understanding of the expectations placed on them, and the pupils, by the school,
- To improve the quality of the learning experience offered to pupils,
- To support the learning experience via reinforcement and revision,
- To provide opportunities for parents and pupils to work together to enjoy learning experiences,
- To encourage pupils to develop long-term strategies for future needs,
- To extend learning opportunities for more able pupils by enabling them to take ownership over their learning

### 2. The Brantridge Context:

As a result of many pupils arriving at the school with negative experiences of homework, where homework is provided, we endeavour to provide work that is stimulating and interesting.

Parental surveys have demonstrated that it is difficult to meet the expectations of all parents. Some feel that there is too much homework, some say 'too little' and some do not want to receive homework; sighting the length of the school day when you include travel time, leaving little time to complete homework.

To address these concerns and issues, we provide a number of homework options, and pupils/parents can decide whether homework is required, how much, and the timing of homework, i.e. weekday or weekend.

Homework will be personalised and bespoke to the individual pupil's strengths, needs and current learning.

For those pupils completing their homework at school, in residence, an appropriate, quiet space and time will be found for the pupils, and adult support given as necessary.

It is a priority to ensure that the pupil sees the homework as part of their growing responsibility to become a successful learner. The teacher who set it will mark homework, and feedback will be given to the pupil.



### 3. General Guidance

Homework can be a useful way of consolidating and extending learning. Homework should not be used as a time to introduce a new skill. This means that the pupil should be able to tackle the task independently, or with minimal adult support.

It can be a regular example of home and school working together to support pupil's learning. In Years 5 - 8, it can be a very useful way to introduce pupils to the expectations of secondary education, where homework will be a daily requirement.

#### Examples

- A reading book, or books, which is/are taken home for reading practice,
- Exploring spelling patterns,
- Over a period of time, learning multiplication tables – usually begins in Year 2,
- To finish an account or story,
- To complete a drawing/design, which does not, need any more class time devoted to it,
- To use notes or a simple framework of ideas to produce a piece of work,
- To complete an exercise, which helps to consolidate some learning introduced in the classroom – “show me what you know about.....?”
- To give the pupils more practice in a process or method learned in class,
- a piece of research – “what can you find out about .....?”
- An activity – “make a chart of .....”
- An observation – “keep a record over a few days of .....”
- A pupils may decide to pursue further an interest from a study theme, by using books or other sources at home; visiting a library; using a computer encyclopaedia; making a model or diagram.

### 4 It is expected that parents will support their pupils if homework is requested:

- By taking an active interest in their child's homework,
- By encouraging them and praising their efforts,
- By supporting them in particular tasks,
- By helping them to devise strategies for remembering facts,
- By supervising and enabling them to complete tasks,
- By keeping in touch with the class teacher through the Home/School Diary,
- By reminding them to hand in their homework on time
- By noting when a reasonable amount of time has been spent on a homework task and making the decision to stop, if necessary, before completion (and informing the class teacher of this decision).

### 5. The school will ensure that:

- Tasks set are reasonable and matched to the pupils needs
- Always acknowledge completed homework (with a comment and next steps feedback)
- Support and listen to parents who ask for our help
- Reward pupils for the effort required to complete homework tasks – raffle tickets.



**6. Equal Opportunities:**

Any homework set must take into account differences in ability, and should be capable of being completed with a degree of independence. Opportunities to incorporate multi-cultural and positive stereotypes should be sought and used. Pupils should know whom to turn to for help, if needed.

**7 Assessment and Recording:**

Homework must be marked and recorded appropriately. Pupils must feel that their work is valued and has been responded to by staff. Pupils' responses to homework tasks may help to inform assessment of their ability to work independently.

**8 Monitoring and Evaluation:**

The teacher setting the homework will keep a record of tasks set and completed. A teacher is identified as the lead professional to support Key Workers and pupils as necessary. This lead will address any concerns or inconsistencies in the application of the policy and feedback to the Head of Education on a half-termly basis.

*"Brantridge School is committed to promoting both equality and diversity, whilst tackling any form of discrimination through an inclusive curriculum and schools ethos; which not only reflects our diverse society*