



Homework

Date	Review Date	Coordinator	Nominated Governor
SUMMER 2023	SUMMER 2026	SLT	CARLI DAVISON

We believe that the aim of homework is to reinforce curricular objectives and learning outcomes taught in school.

We believe homework provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We consider homework should be:

- interesting and rewarding for all children;
- integrated into everyday planning and set by the class teacher;
- differentiated to cater for individual children's learning needs;
- clearly understood so that children understand when, what and how the work is to be done;
- marked and fed back to the children promptly

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To reinforce curricular objectives and learning outcomes by setting interesting tasks or activities.
- To create a strong partnership between home and school.
- To familiarise parents with the nature of class work
- To work with other schools to share good practice in order to improve this policy.



Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- promote this policy by raising its status and importance;
- ensure that homework is built into teachers planning;
- provide supportive guidance for parents;
- keep up to date with new developments with regard to homework;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy



Role of the Teachers

Teachers must:

- integrate homework into their planning;
- set interesting tasks or activities;
- set homework appropriate to each child's needs and abilities;
- explain when, what and how the work is to be done so that each child clearly understands;
- provide feedback in line with the marking and feedback policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of Parents/Carers

Parents/carers are asked to:

- sign the Home-School Agreement indicating their support for homework;
- praise the value of homework to their children;
- provide a suitable space in their home where their children can concentrate on their homework;
- provide materials pens, pencils etc.;
- go through the homework before their child starts and discuss the completed work when finished;
- find time to work with their child or be at hand if a problem arises;
- discuss, encourage and praise their child's efforts;
- contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;
- ensure they get feedback on all homework tasks or activities;
- consult with teachers about how children respond to homework.



Role of Pupils

Pupils are asked to:

- complete their homework and hand it in on time;
- make sure they understand what is asked of them;
- make sure they get feedback on their homework;
- highlight to the School Council any ideas they may have to improve homework

Role of the School

The school will provide additional support to complete homework through after school clubs.

Feedback

All children receive prompt feedback on their homework in a variety of forms such as:

- verbal
- written
- class discussion
- praise and recognition during an achievement assembly

Parents are asked to:

- give teachers any feedback they feel might be useful;
- encourage their children to talk about the feedback they have received;
- contact the school if they have any concerns

Role of the School Council

The School Council will be involved in:

- organise surveys to gauge the thoughts of all pupils;



Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the Staff Handbook
- meetings with parents such as introductory, transition and parent-teacher consultations
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)



Linked Policies

▪ Curriculum	▪ Home-School Agreement
▪ Teaching and Learning	▪ Parent Involvement

Headteacher:	Louise Guthrie	Date:	SUMMER 2023
Chair of Governing Body:	Carli Davison	Date:	SUMMER 2023



Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	w/Proposed Policy (✓)
			✓

To affect the following members of the school (✓)	Personnel	/carers	s	Volunteers	Visitors

Question	Equality Groups									
Policy have a negative impact on any of the following?	Disability		Race		Sex		Religion		Age	
Policy help promote equality for the following?	Disability		Race		Sex		Religion		Age	
What is the positive impact on this?	Disability		Race		Sex		Religion		Age	

Conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Preliminary EIA approved by	Date

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				



• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				