

# Libra School

## Homework Policy

Date	Review Date	Coordinator	Director
20.05.18	20.05.19	Kirsty Crosby	Joan Wilkes

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2003
- Equality Act 2010
- Education Act 2011
- The Children Act 1989/2004
- Children's Homes (England) Regulations 2015 including quality standards, standard 3.

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe that homework is a number of tasks or activities which children are asked to do on their own or with their parents / carers in order to reinforce curricular objectives and learning outcomes.

We believe homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, helps raise the level of achievement of individual children, provides opportunities for parents / carers and children to work together and, thereby, fostering an understanding of their child's abilities and attitude and an effective partnership between home and school.

We consider homework should be:

- interesting and rewarding for all children;
- linked directly to a lesson
- 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.

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We agree with those parents who feel that homework should not be excessive and that children should be allowed time to build social relationships. It is very important that children have spare time for themselves in order for them to develop their character, skills and qualities to be successful in later life.

We do not want to see homework damaging children's education and their home life by it creating tension between parents and children. We believe that there must be a balance with children doing some homework and time for them to explore, experiment and enjoy learning without them feeling pressurised. However there is an expectation that every child will complete reading every day.

We will discuss whether the setting of homework in primary schools is stopped with children being encouraged to read books and comics that interest them and to play more. While in secondary schools it should be considered to scrap homework in favour of a more independent approach to learning with pupils selecting their own optional tasks with guidance from teachers and rewards being given for completed tasks.

We are aware of the long school day for our children compared to their peers in mainstream consequently we must not overdo the amount of homework that is given to children as they need some time to relax and recover after their day in school.

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.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

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- 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 placing local authorities to share good practice in order to improve this policy.

### Responsibility for the Policy and Procedure

#### Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Management Team to ensure all school staff, 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;
- ensure the amount of homework is not an excessive amount;
- provide supportive guidance for parents;
- keep up to date with new developments with regard to homework;
- make effective use of relevant research and information to improve this policy;
- work closely with the coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school staff, parents and
  - monitor the effectiveness of this policy speaking with children, staff and parents;

#### 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;
- not give an excessive amount of homework.

#### 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;
- read to their children every day;
- provide a suitable space in their home where their children can concentrate on their homework;
- establish a homework routine such as no television;
- provide materials pens, pencils etc.;

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- go through the homework before their child starts and discuss the completed work when finished;
- make the experience pleasurable;
- 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;
- complete an annual evaluation form on homework for the school to monitor and evaluate

### Role of Children

Pupils are asked to:

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

### Types of Homework

All homework tasks and activities are designed to consolidate and reinforce skills and understanding in numeracy and literacy.

### Time Allocation

We aim to set the following homework:

Key Stage 1	Key Stage 2	Key Stage 3	KeyStage 4
<p><b>Daily:</b></p> <ul style="list-style-type: none"> <li>• 5 minutes Reading</li> <li>• 5 minutes of spelling practice</li> <li>• 5 minutes of times tables practice</li> </ul>	<p><b>Daily:</b></p> <ul style="list-style-type: none"> <li>• 5 minutes Reading</li> <li>• 5 minutes of spelling practice</li> <li>• 5 minutes of times tables practice</li> </ul> <p><b>Weekly:</b></p> <ul style="list-style-type: none"> <li>• 1 piece of Literacy work</li> <li>• 1 piece of Maths work</li> </ul>	<p><b>Daily:</b></p> <ul style="list-style-type: none"> <li>• 5 minutes Reading</li> <li>• 5 minutes of spelling practice</li> <li>• 5 minutes of times tables practice</li> </ul> <p><b>Weekly, build to:</b></p> <ul style="list-style-type: none"> <li>• 2 pieces of Literacy work</li> <li>• 2 pieces of Maths work</li> <li>• 1 piece of Science work</li> </ul>	<p><b>Weekly:</b></p> <p>Literacy – 1.5 hour per week            Numeracy - 1.5 hour per week            Science – 1.5 hour per week</p> <p>Plus 1 (30 min) piece of work for every other subject where applicable</p>

### Feedback

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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 / Carers 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:

- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all children;
- reviewing the effectiveness of this policy with the Senior Management Team.

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- meetings with parents
- meetings with school staff
- communications with home

### Training

All school staff:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Curriculum
  - Teaching and Learning
  - Home-School Agreement
  - Parent Involvement
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

### 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.

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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 and the Headteacher.

## Linked Policies

▪ Curriculum	▪ Home-School Agreement
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<b>Director:</b>	Joan Wilkes	<b>Date:</b>	20.05.18
<b>Head Teacher:</b>	Kirsty Crosby	<b>Date:</b>	20.05.18

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## Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Homework Policy	Yes stated			✓

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	yes	yes	yes	yes

Question	Equality Groups																		Conclusion													
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No						
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓						✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓						✓	
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓						✓	

**Conclusion** We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Kirsty Crosby	20.05.18	Joan Wilkes	20.05.18

## Libra School Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Coordinator carries out role effectively	x			
• Directors / Headteacher and coordinator work closely	x			
• Staff are aware of this policy	x			
• Staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
<b>A statement outlining the overall effectiveness of this policy</b>				
It is effective and suitable for purpose				