



Witton Middle School

Homework Policy

Aims

At Witton Middle School we believe that the role of homework should be to provide children with a framework for continuing their learning beyond the classroom and to support each learner's progress towards achieving his or her full potential, at their own level.

Objectives

We aim to:

- provide homework that all children, regardless of ability or other barriers to learning, are able to access an inclusive framework;
- engage other family members in order to inform them of their child's learning and progress;
- promote children's independence and ability to manage and organise their own time and resources with the support of both school and family;
- encourage children to develop a sense of ownership and responsibility for learning.

Guiding Principles

In order to achieve our objectives we strive to ensure that homework activities:

- support academic development and independence;
- are skills-based and reflective of the developing curriculum;
- help learners improve their general knowledge and knowledge of the wider world;
- help children to learn, practise and extend new skills, knowledge and understanding;
- are matched to children's abilities and are inclusive;
- provide structured opportunities for parental involvement, support and communication.

Range of Activities

Some English and mathematical skills, which are an integral part of The National Curriculum (2014), are vital and therefore will be included in homework activities every week. The Curriculum now demands a more formal level of education than has been seen for some time, and homework demands will reflect this. Completing these activities for a short while, regularly, will give children the best chance of learning new skills thoroughly and remembering these for increasingly challenging external assessments. These activities are likely to be:

- reading (with parents or carers for insecure readers) and responding to reading;
- learning and practising spellings, arithmetic skills and multiplication/division tables;
- revising and applying grammatical features and terminology.

In addition, further homework activities will be given from other areas of the curriculum, such as science or history. These will be related to work that children are currently undertaking, preparation for future topics or revision of work already covered. These activities will often support English or maths activities further. Children of middle school age could be, for example:

- writing sentences using relevant vocabulary or recently learned grammatical features;
- preparing a presentation for a group, class or lesson;
- learning a part for a class assembly or production;
- finding out information;
- creating a mind map;
- making something;
- watching or reading something and commenting about their views;
- talking to people about a specific topic;
- designing something or coming up with a solution to a problem;
- carrying out a simple practical activity.

Parents/Carers as Partners

At Witton Middle School we value the important role that parents/carers play in supporting school work with children. However, homework will largely be designed to be completed independently. It is important, as they get older, for children to become increasingly independent in their learning. We understand that some children may feel less confident once they get the work home - even with things they have already done. We aim to encourage parents to communicate with us if they have found homework to be a struggle or given large amounts of additional support. We would encourage families to stop if homework is causing distress and let us know. In addition, for families where homework may be difficult, we will provide homework clubs in school, where teacher support and ICT access is available to them.

We endeavour to work with parents/carers and know that our parents/carers value:

- A clear indication of how long a piece of homework should take;
- information about the quantity/volume of work that is expected;
- a clear level of detail in the instructions;
- regularity and predictability;
- consistency across year groups and across the school;
- clear policy on feedback/rewards for their children's efforts.

Therefore, Witton Middle School will provide homework information on a slip each week, and each year group will also provide an information sheet. This will be stuck in the child's homework book. (See appendices).

How much Homework?

At Witton Middle School we recognise the need for children to adopt a balanced approach to their out-of-school activities. We appreciate the value of out-of-school opportunities (sport, music, dance, drama, clubs and other hobbies etc.) and believe that a well-balanced, healthy child should be encouraged to develop their own particular interests in as many of these activities as possible. We attempt, therefore, to balance the amount of homework with other out-of-school commitments. We also aim for our homework provision to reflect a flexible balance of long and short-term activities, linked closely to their current areas of study, as part of the curriculum planning.

Weekly Expectations

Key Stage 2

Children in Years 5 and 6 are expected to:

- Read for at least 15 minutes every evening;
- Learn multiplication tables that they do not yet know;
- Complete up to three set activities per week (20-30 minutes each).

If children are set a project to do, this will be spread across several weeks in place of one of the three activities.

Key Stage 3

Whilst still maintaining our guiding principles, homework in Year 7 demands a greater level of organisation and time, in line with expectations of High School. Tasks continue to support basic skills and develop classroom learning. Children in KS3 may be set more open homework tasks that require a greater level of thinking or organization, and from areas of the curriculum not previously developed in homework, such as languages. It is also anticipated that Year 7 pupils spend longer on tasks, up to an hour 4 times a week.

Children in Years 7 are expected to:

- Read for at least 15 minutes every evening;
- Learn multiplication tables or language vocabulary that they do not yet know;
- Complete up to three set activities per week (30-40 minutes each).
- Ongoing projects and research that is additional to the other learning tasks.

Inclusion and Equal Opportunities

Homework as a concept should be for everyone irrespective of gender, ethnic origins or academic ability. It should be meaningful and appropriate and structured to allow satisfaction for all. There will be occasions when children will be asked to research information for themselves, those fortunate enough to have access to computers and the internet are encouraged to use them, but no child will be penalised if he/she does not have such access. The school will make extended provision, in the form of Homework Clubs at lunchtimes and/or after school, to support homework tasks and/or provide access to ICT.

Homework can be e-mailed to school in emergencies using homework@witton.worcs.sch.uk.

Feedback on Homework

Feedback is of most value when it can be seen to move the children forward in their understanding, and in line with school policy (Feedback and Marking) we aim to give feedback at times when it is most effective. However, we also recognise that due to the varied nature of homework support and completion, detailed marking of homework pieces rarely ensures the best use of the teacher's time.

It is important that all work is acknowledged by the teacher and that children's efforts are valued and so each class will celebrate and share homework regularly, and children will be awarded certificates in recognition of effort or achievement each week. Longer written or detailed projects may be identified for more detailed evaluation against the school Success Criteria grid, (see Appendix 3) but detailed feedback would not normally be given. Children may also be given tests as a result of homework set, and may also undertake peer or self-evaluation exercises.

The Role of Parents/Carers

Parents/carers are asked to try to ensure that:

- homework is done in a suitable environment with a minimum of disturbances;
- there is a balance between any out-of-school activities and fulfilling homework obligations;
- a routine is established as soon as possible in the school year.

Help from adults can be invaluable in supporting homework tasks and is to be encouraged, for example in:

- showing an active interest;
- listening to reading when it is appropriate or discussing books that have been read;
- hearing children read their own writing;
- encouraging neat and accurate work;
- giving advice on the selection of suitable reference materials and resources;
- giving support and advice when children are stuck without doing tasks for them;
- helping to research a topic on the internet or in the Library;
- giving appropriate feedback and encouragement;
- helping children to be organised with the correct equipment.

Prepared by:	<i>Deputy Headteacher</i>	Responsibility of:	<i>Deputy Headteacher</i>
Agreement Date:	<i>Autumn 2016</i>	Review Date:	<i>Autumn 2017</i>
This Policy was prepared giving due regard to the disabilities and/or special education needs, age, race, religion or belief, sex/sexual orientation, gender/ gender reassignment, marriage and civil partnership, pregnancy and maternity of the children and staff at Witton Middle School and its community.			
This Policy appears on the School's website.			

Appendices:

APPENDIX 1: Homework Grid



WITTON MIDDLE SCHOOL
Perseverance - Responsibility - Independence - Determination – Empathy



YEAR 6 HOMEWORK

WEEK BEGINNING: Monday 20th October

Name: _____

EXPECTATIONS	Subject:	EXPECTATIONS	Subject:
LEARNING PURPOSE: PRACTISING WHAT WE HAVE LEARNED LEARNING ABOUT THIS NOW PREPARING FOR NEW LEARNING		LEARNING PURPOSE: PRACTISING WHAT WE HAVE LEARNED LEARNING ABOUT THIS NOW PREPARING FOR NEW LEARNING	
TIME		TIME _____ mins x _____	
QUANTITY -		QUANTITY	
EXPECTATIONS	Subject:	EXPECTATIONS	Subject:
LEARNING PURPOSE: PRACTISING WHAT WE HAVE LEARNED LEARNING ABOUT THIS NOW PREPARING FOR NEW LEARNING		LEARNING PURPOSE: PRACTISING WHAT WE HAVE LEARNED LEARNING ABOUT THIS NOW PREPARING FOR NEW LEARNING	
TIME _____ mins x _____		TIME _____ mins x _____	
QUANTITY		QUANTITY	



WITTON MIDDLE SCHOOL Year 6 Homework



- Homework in Year 6 will be set on Friday and collected in on Wednesday.
- Feedback will be in the form of peer review, class rewards and self-assessment. Individual comments will not normally be written in homework books by teachers. Each class will take a slot to set, share and celebrate homework each week.
- Teachers will award 6 certificates: 3 for academic excellence, 3 for specific effort on the part of the child. House points will be awarded up to a maximum of 2.
- Homework purpose will be indicated on the **Homework Grid** provided each week. Homework will also be made available on the website.
 - Homework will usually be able to be completed independently, however you may support your child if you are able to or he/she may seek support from school homework clubs. Please let us know in the planner if you had a struggle or gave a large amount of support. Do stop if the work is causing distress in *any* way.
- If an extended project is given then the amount of work should reflect the time allocated and the child's ability. E.g. 30 minutes a week for 4 weeks = 2 hours of work produced

Year 6 Homework clubs are on:
(to be completed by teams)

APPENDIX 3: Success Criteria Grid

 Learning objective / Success Criteria / Task / Big Picture	Self / Peer / Teacher
1)	
2)	
3)	
Feedback:	