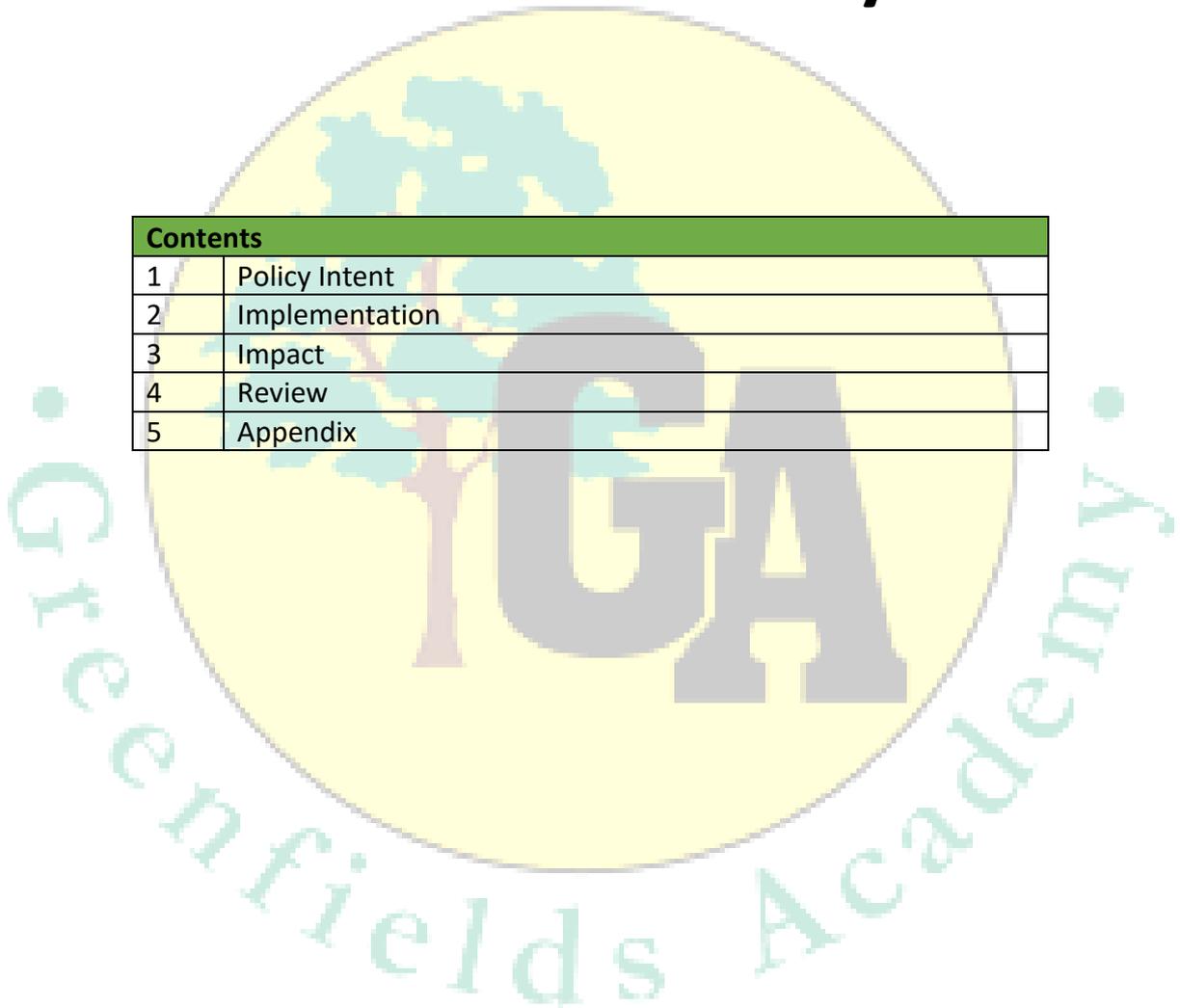


Quality of Education

Homework Policy

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1.0 Intent

At Greenfields Academy we aim to create a safe learning environment in which pupils are given every opportunity to complete a fulfilling education. We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independence, enrichment and extension of the curriculum can be achieved. We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will consider ensuring homework is well-balanced across the school. This Homework Policy was developed in consultation with staff members, parents and pupils, and with the full agreement of the Local School Board.

Key Aims:

- Progressively move away from the previous 'no homework' policy.
- Develop a consistent approach to homework throughout the school, which is differentiated.
- Make sure that teaching staff, parents/carers and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents/carers understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.
- Use homework for varying targeted purposes.

Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

DfE (2019) 'Ways to reduce workload in your school(s)'

Ofsted (2019) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

Marking and Feedback Policy

Teaching, Curriculum and Learning Policy

Behaviour & Wellbeing Policy

Equal Opportunities

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

2.0 Implementation

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, teachers ensure that homework only takes place to positively impact pupils' progress. Teachers ask themselves 'why am I setting this homework?' and 'how will this homework be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers use their professional judgement and decide whether the homework is necessary.

Pupils use homework books and a home school folder to complete their homework (KS 1-3).

A consistent weekly homework sheet is to be used by all teachers in Key Stages 1 – 3 (see Appendix).

Parents/carers are encouraged to discuss any errors with their child. If they have any queries, they should contact their child's teacher. Feedback from parents/carers about their child's homework is also welcomed by the school.

Pupils will be awarded Learning Merits for completing homework tasks at the discretion of the class teacher.

The table below outlines the school homework expectations by Key Stage:

Key Stage	Homework	Maximum Time
1 & 2	Reading independently or with an adult Times tables or Number Bonds Spelling or Phonics Fact Check & Research (Health & Me/Explore & Make)	10 minutes/night 5 minutes/night 5 minutes/night 10 minutes/week
3	Reading independently or with an adult Times tables or Number Bonds Spelling or Phonics Fact Check & Research (Health & Me/Explore & Make)	10 minutes/night 5 minutes/night 5 minutes/night 20 minutes/week
4	Homework tasks will be set on an individual basis to recover lost-learning or to extend learning in accredited programmes.	150 minutes/week

3.0 Impact

- Homework to support the continued development of the 'Greenfield's Voyage' sequential curriculum which meets the diverse needs and identity of SEMH pupils.
- Pupils engaged in and enjoying the feeling of learning, with PACE values embedded in practice.
- Quality of Education to be consistently Good or better, showing capacity for sustained improvement.
- Reduced impact of C-19 of lost learning.

4.0 Review

Date Written: October 2021

Review Date: October 2023

Key Stages 1 – 3 Weekly Homework Template

Class Name	Name	Handed out	DATE	Return date	DATE
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Homework

Reading...Read for at least 10 minutes each night and make a note of this in your reading record.
Challenge...

Welcome...

Explore & Make ...

Health & Me ...

Parent/Carer Comments...

Numeracy...

Phonics...



Checklist	
Reading	
Phonics	
Numeracy	
Explore & Make	
Health & Me	

END