



## Homework Policy

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A structured programme of homework exists at St George's for all pupils. As a child moves up through the school the volume of homework gradually increases.

### Rationale

#### Homework is set for three primary reasons:

- to reinforce the work undertaken in the classroom
- to encourage independent study habits
- to promote parental involvement and participation in pupils' education

#### Beyond these points, the setting of homework can:

- help children make rapid progress through the practice of skills learnt in the classroom
- help children develop study skills crucial to success at senior school
- give children access to additional source material
- give opportunities for long-term research work

### The structure of homework at St. George's

The nature of homework will vary between year groups, classes and subjects. Homework is not usually set for holidays but exceptions may be made in the run up to examinations or for the setting of project work. Reading at home will always be encouraged.

Marking of homework forms an integral part of our assessment – see Assessment policy. We aim to return marked work to students as soon as possible, for review and inclusion within subject folders.

Homework must be properly planned and differentiated to take account of the different abilities that exist within a teaching set. Teachers must show an awareness of any individual educational plans that may exist for students. The homework must be meaningful and achievable. It must not be issued as an after-thought or without due consideration.

Reading, writing, spelling and number work (tables and number bonds) will underpin homework throughout the school. From an early age, children will be expected to read at home, to practise key words and to learn tables.

The children are given a homework diary in which to record their homework, noting details of the assignment and when it is due for submission. For younger pupils this will take the form of a Reading Diary. Parents are encouraged to offer comments in the diary or highlight any problems encountered. They are required to sign homework diaries to confirm that they have seen and monitored the homework. Form teachers should check the diaries to ensure that they are kept up-to-date, well-maintained and properly used; this should include checking for parents' signatures.

A timetable will be drawn up for the administration of homework which ensures the work is evenly distributed over the week. It is important that pupils and parents are fully aware of our expectations so that they can plan for additional activities accordingly. While we believe homework plays an important part in the education of our pupils, we recognise the busy lives they lead and are keen to strike the right balance. We also appreciate the need for quality family time and for relaxation. Children may attend prep club after school where the supervising teacher will ensure a purposeful atmosphere and will offer guidance and advice if necessary.

### **Homework framework**

<b>Form</b>	<b>Homework</b>
Reception	Daily Read, Write Inc. (RWI) homework, daily reading, and a weekly home learning challenge most weeks linking to maths, literacy or topic.
Form I	Daily reading and a book to share for the weekend. Weekly maths homework and weekly spellings to learn. Associated RWI homework.
Form II	Daily reading and weekly spellings, time tables (from Spring term), weekly maths task.
Form III	Daily reading, weekly written and maths task, weekly spellings and times tables.
Form IV	Daily reading, 2 x maths homework 1 x English homework, weekly spellings

Form V	Daily reading, 2 x maths homework, 1x English homework, weekly spellings and 1 x Verbal Reasoning / Non Verbal Reasoning
Form VI	Daily reading, 2 x maths homework, 1 x English homework, weekly spellings and 1 x French.

Some pieces of homework will be required to be completed for the following day - but other pieces will operate over a longer period e.g. set on Monday for submission on Wednesday.

Instructions for homework tasks should be clearly given and unambiguous. The task should generally complement the work undertaken in the lesson. However, whilst the homework might be supplementing topics introduced during the lesson, the homework task should be completely separate. Finishing off work set in the lesson is not acceptable. It should be described by the subject teacher within a reasonable period of time (5 – 10 min.). Subject teachers should ensure their pupils have the correct information entered into their diaries and that they initial it. Teachers should always provide feedback on a homework task, commenting on its quality and content to ensure it is a meaningful and purposeful exercise.

### **Parental involvement**

Parents have a key role to play in supporting, encouraging and guiding this part of their child's education. They should:

- Take a positive and active interest in homework rather than just insisting that it is completed.
- Provide a suitable environment for study. This should include ensuring that adequate time is made available to the child.
- Check homework dairies and sign accordingly.
- Help their child organise his or her time to best advantage so that tasks are not left to the last minute.
- Provide appropriate assistance without completing the task on their behalf.
- Advise the School if there are any problems concerning homework. Perhaps their child appears to be doing too much work, or not enough. Perhaps they are finding it too easy or too difficult. They can even question the relevance of an assignment.
- Share books with children – listening to them read, discussing stories, probing their comprehension and understanding. Children are never too old to have a story read to them.
- Indicate on the work itself if help has been given
- Sign the homework diary at the end of each week.

### **Non completion or submission of homework**

We expect children to complete homework to the best of their abilities and to submit homework punctually. If a child fails to give in homework or if it is not of a satisfactory

standard then the teacher will discuss with the child why the work is missing or poorly completed. In the absence of a satisfactory explanation the following action is taken:

- For Forms V and VI they will repeat the assignment in his or her own time at school (break)
- For younger year groups the children will be allowed to complete the task for the following day for the initial non-completion or submission. Subsequent instances will mean they need to repeat the assignment at break time.
- A record will be kept and shared with other staff to build a profile of the pupil.
- The form teacher may contact parents if this is a repeated pattern.
- The Headmaster may elect to institute such measures felt appropriate to improve the situation e.g. the child may be put on 'report'.