



# St John's Catholic Primary School

## Homework Policy

*'I have come that you may have life and have it to the full'*

*(John 10:10)*

### **Purpose**

The purpose of this Homework Policy is to outline how children, with the support of parents/adults, may build upon the work done at school. Homework refers to any work or activity which pupils are asked to do outside lesson time – either on their own or with parents or carers.

- The Homework Policy will form part of our overall learning and assessment strategy and will be led by the Headteacher and Deputy Headteacher
- Tasks will be carefully planned and structured to support progression in learning and will be taken into account of in curriculum planning each week.
- There will be consistent practice across the school setting, managing and marking homework.
- There will be a regular programme of homework so that everyone; teachers, children and parents or carers, knows what to expect each week.
- Pupils and parents or carers will be given a clear understanding of what they need to do.
- Parents and carers will be treated as partners in their children's learning.
- There will be high expectations of pupils in completing homework.
- Pupils will receive feedback on their work where necessary.
- The Homework Policy will be regularly monitored and evaluated to check it supports pupils' learning in the best possible way.

### **Aims**

Through this policy we aim to:

- Develop an effective partnership between the school and parents and other carers.
- Ensure consistency of approach throughout the school.
- Ensure progression towards independence and individual responsibility.
- Ensure the needs of the individual pupil are taken into account.
- Ensure parents/carers have a clear understanding about expectations for

- themselves and the child.
- Improve the quality of learning experience offered to the children.
  - Extend and support the learning experience through reinforcement and revision.
  - Provide opportunities for parents/carers and children to work together to enjoy the learning experiences.
  - Encourage older children to develop the confidence and self-discipline needed on their own and prepare them for the requirements of secondary school.

### **Time allocation for homework**

- **Reception:** to engage with a book each evening. One small task relating to literacy or numeracy may also be given.
- **Years 1 & 2:** 1 hour per week (reading, spellings, literacy work and numeracy)
- **Years 3 & 4:** 1.5 hours/week (literacy and numeracy as for Years 1 and 2 with occasional assignments or projects in other subjects)
- **Years 5:** 20-30 minutes each night (reading, spelling, tables and a set task)
- **Years 6:** 30 minutes/day (regular weekly schedule with continued emphasis on literacy and numeracy, but also ranging widely over the curriculum)

Every year group will give a presentation or year group talk within the first few weeks of the academic year and a written synopsis to parents on their website page, to explain the work to be covered, what is expected from the children and the approach to homework. This is an important part of the communication process, giving parents the opportunity to ask questions about any aspect of class activity.

### **Types and amount of homework**

The following shows what homework is expected, in general terms, across the school:

- **Year R:** Daily reading recorded in reading homework diary; repeating nursery rhymes, counting rhymes, counting, reinforcing letter sounds, reading key words, sharing library books.
- **Years 1 & 2:** Daily reading recorded in reading record book; comprehension; weekly spellings. Library experience with shared reading of selected books. Weekly a mathematics activity, e.g. number bonds and tables to learn; simple research, e.g. family history and consolidation of school work.
- **Years 3 & 4:** Daily reading recorded in reading record book. Weekly spellings to learn. Tables to learn. Weekly work-sheet on a given maths and literacy activity occasionally supplemented or replaced by a science or topic activity.
- **Years 5 & 6:** Reading daily, weekly spellings to learn. Tables to learn. Daily worksheet on a given maths activity, a weekly literacy task, occasionally a project.

There are occasions when homework will be given on an online platform- 'ACTIVE-learn'. Children will have immediate feedback on their progress from this computerised system, which their teacher can monitor remotely. Children who do not have access to internet at home will be accommodated in school so that they can still complete tasks.

There will be an expectation that children in year 5 and 6 will spend longer on homework activities in preparation for secondary school.

There may be times when some children will be asked to complete work begun in class, to ensure that they maintain optimum progress. Any child not completing work to the expectation of the teacher may be asked to finish their work at home. Time spent on this should not exceed 20 minutes.

### **Role of the parent**

The parent is expected to support and encourage the child by giving time and a home environment in which homework can be done. The class teacher will, as far as possible, ensure that the child is completely clear on what they are expected to do at home, so that junior children in particular, are able to communicate this to the parent. It is hoped that this will encourage the children to develop a sense of responsibility. We would expect children to work independently before seeking parental help. Parents should stop homework if, after 20 minutes, their child is struggling and inform the class teacher.

Children benefit enormously from being able to discuss what they have done with their parents. This is not to suggest that the parent should spend time altering or correcting the child's work but rather discuss it and suggest how it might be done differently or improved. Constructive comments enable the child to develop a better understanding of the work and reinforce what is taught in school. Above all other subjects, reading is a crucial aspect of school work and needs to be encouraged at all times. A child's written skills reflect the attitude of reading. A child who reads widely and with enthusiasm is often able to translate this into written work. It is not always possible for an adult to hear a child read at school every day. It is most important, therefore, for a parent to try to hear their child read as often as possible, to discuss the plot and characterisation and ask the child questions about what has been read. Younger children need to be heard on a regular daily basis, older children may however be expected to read independently and silently to themselves.

### **Role of the school**

The school will be responsible for giving homework which is appropriate to age and ability. The class teacher will be responsible for marking homework set using the agreed Marking Policy and giving feedback as quickly as possible. This may take the form of class discussion, individual comments and individual marking. It will also be appropriate to allow children time to review homework in small groups.

### **Incomplete homework**

It is of great benefit to children of all ages to discuss issues of all kinds with their parents.

It is hoped that parents will support the school in encouraging their children to develop a responsible attitude to their homework.

Homework not completed or forgotten will be done during break or lunch time unless a letter or note from the parent is brought in with a valid and exceptional reason.

If homework is missed on three occasions, the class teacher will make contact with the parent to discuss.

### **Racial Equality and Equal Opportunities**

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

### **Special Educational Needs**

Homework should be related to what has been done in class, but will also take into consideration individual targets where appropriate, but it is important that SEN children do as much in common with other children as possible. Homework should not be seen as a way for children with special educational needs to catch up with the rest of the class. Class teachers should work in close contact with the SENCO and with parents/carers.

Tasks should:

- Have very clear focus and time guideline
- Give plenty of opportunities for children to succeed
- Help to develop social as well as other skills where necessary
- Be varied-not purely written work
- Be manageable

The person responsible for this Policy is: Jonathan Shields/Caroline Barron

Date of review: September 2015

Date of next review: September 2016