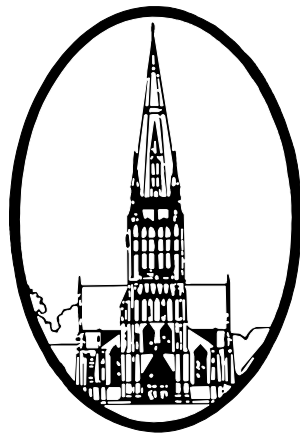


St. Mary's C. of E. Primary School

'Through God's love, we strive to be the best we can be.'



Homework Policy

Revised: September 2022

Review date: September 2024

Mission Statement and Values

“Through God’s love, we strive to be the best we can be.”

St Mary’s is an inspiring and creative school which fosters a love of learning as well as developing skills for life. We strive to enhance every child’s moral, spiritual, intellectual, social and physical well-being and celebrate every child’s gifts.

As a faith school we hold **love** at the centre of all we do. This and the following values reflect the ethos of our school.

Respect – ourselves, each other and our environment

Courage – to stand up for what is right, overcome our fears and embrace new challenges

Truth – in the choices we make and our dealings with family, friends, school and community

Hope – that inspires us to look forward in confidence to a better life for all

Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children’s learning.

Rationale for homework

We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school therefore developing a healthy attitude to homework.

We believe that homework is a way in which children can acquire the skill of *independent* learning and also see that it can be fun.

We acknowledge the important role of play and free time in a child’s growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school. Therefore finding a balance between homework and free time was an important consideration when deciding on homework procedures.

Aims and objectives

The aims and objectives of homework are:

- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
- to prepare for future lessons;
- to help children develop good work habits for the future.

What does the homework look like?

Children will be set 5 homework tasks on a Friday, one for each night of the school week.

Having homework a week in advance supports parents as they can choose when homework is completed. Although there are daily tasks, more than 1 task can be completed at a time to fit around family activities.

The variety of tasks given for homework should not require teaching by parents. Tasks consist of practicing skills that have already been taught in school, research to prepare for future lessons, children talking about their learning and creative projects linked to topic work.

In addition to the tasks, children are expected to read every evening and practice timetables regularly.

Tasks will be sent out on a sheet and children can complete any written tasks in their homework notebook.

Types of homework for ALL children in school

Nursery

- parents are encouraged to follow up school library visits
- staff will share learning activities with parents
- books will be available to take home to encourage a love of reading, with the expectation of parents reading with their children for ten minutes every day

Reception

- key vocabulary of topics
- reading books are sent home twice a week, with the expectation of parents reading with their children for ten minutes every day
- basic skills activities (e.g. counting to ten, phonics, getting dressed independently, reading or spelling key words)

KSI&KS2

- daily reading for 10–30 minutes (increasing with age)

Five activities to last the week are given to the children, may consist of:

- problem solving
- reading comprehension activities
- topic discussion/research
- handwriting
- phonics
- times tables
- spelling
- topic-based projects may be given for holidays, long periods of absence (excluding Christmas) and to support topic work

Year 6

- additional homework in preparation for SATs (e.g. reading comprehensions, revision tasks, numeracy)

Projects

Sometimes projects are given to the children to complete to inspire and motivate them in their topics. We value all contributions from the children and are not expecting extravagant pieces that are costly or time consuming for parents. Children can set their own expectations on what children produce.

Projects will be given over a holiday or if on a rare occasion it is in term time, enough notice will be given (over at least two weeks). Teachers will explain the purpose for the project e.g. for display and will be realistic in their expectations.

Amount of homework

We increase the amount of homework that we give the children as they move through the school.

We expect Key Stage 1 children to spend 10 – 15 minutes reading at home every day and also to complete other daily homework tasks for approximately 10 minutes per night.

We expect Key Stage 2 children to spend 20 – 30 minutes reading at home every day and also to complete other daily homework tasks for approximately 15 minutes per night. *This is in line with the DFE guidelines.*

The role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

We ask parents to check the reading record daily and to sign it and homework sheet as requested.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

Please note that we DO NOT give out extra homework.

The role of teachers

Teachers will provide homework on a weekly basis and must read this to the children, explaining each task.

Teachers will:

- Give an example of any strategy that they expect the children to use e.g. arrays or grid method for multiplication.
- Put the homework in context e.g. you have read the chapter of Charlie and the Chocolate factory where Charlie wins the Golden ticket. Can you write a paragraph about how Charlie is feeling at this.

This will help those parents who want to support their child.

Completed homework will be discussed and shared as a class where ideas are used to prepare or consolidate children's learning.

Each class teacher will keep a check of homework that's been completed (signed by parents) and children will be rewarded for consistent completion of homework at the end of each term. Green stickers and stamps will also be used to acknowledge where homework has been completed in books.

If homework is not completed children will be asked to complete it during a break time (dependent on individual circumstances) or parents / carers will be contacted.

The role of school

The school will monitor and review the homework policy and seek the views of parents and children.

The school provides a breakfast club where children are encouraged and supported to complete their homework.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. Parents complete a questionnaire every two years and our governing body pays careful consideration to any suggestions that are raised.

EXAMPLE

Year 4 Homework

Please find homework tasks for this week. Some tasks can be completed verbally and do not need to be recorded. Any homework that needs to be shared in school should be recorded IN HOMEWORK NOTE BOOKS – no sheets of paper please.

Date	Task	Have you completed this? (✓)	Signed by parent/carer
Friday 11 th March	Speaking and Listening Provide someone at home with a verbal recount of your trip to the Museum of London today. Remember to include the success criteria: <ul style="list-style-type: none">- Past tense- Who, where, when- Told in order- Time connectives used to link ideas- Feelings/what people said- Concluding paragraph		
Monday 12 th March	Spanish (no recording needed) Teach someone in your family how to count to 20 in Spanish.		
Tuesday 13 th March	Writing Make this sentence more exciting, by changing the verb , adding an		

	<p>adjective and adverb, and by turning the full stop into a comma and a conjunction – completing the sentence. Try and make it funny.</p> <p>Miss Thomas walked to school.</p> <p>Record 2 different sentences in your book.</p>																																																									
Wednesday 14 th March	<p>Maths Please complete your groups' work in your book. If you want a challenge try another group too.</p> <table border="1"> <tr> <td rowspan="2">Red</td> <td>1: 87 × 48</td> <td>2: 39 × 30</td> <td>3: 53 × 53</td> <td>4: 63 × 81</td> <td>5: 80 × 46</td> </tr> <tr> <td>—</td> <td>—</td> <td>—</td> <td>—</td> <td>—</td> </tr> <tr> <td rowspan="2">Green</td> <td>1: 184 × 135</td> <td>2: 124 × 112</td> <td>3: 142 × 141</td> <td>4: 154 × 176</td> <td>5: 175 × 133</td> </tr> <tr> <td>—</td> <td>—</td> <td>—</td> <td>—</td> <td>—</td> </tr> <tr> <td rowspan="2">Blue</td> <td>1: 439 × 241</td> <td>2: 196 × 151</td> <td>3: 269 × 268</td> <td>4: 317 × 406</td> <td>5: 402 × 233</td> </tr> <tr> <td>—</td> <td>—</td> <td>—</td> <td>—</td> <td>—</td> </tr> <tr> <td rowspan="2">Yellow</td> <td>1: 1772 × 1029</td> <td>2: 860 × 692</td> <td>3: 1133 × 1129</td> <td>4: 1314 × 1647</td> <td>5: 1633 × 999</td> </tr> <tr> <td>—</td> <td>—</td> <td>—</td> <td>—</td> <td>—</td> </tr> <tr> <td rowspan="2">Purple</td> <td>1: 1772 × 1029</td> <td>2: 860 × 692</td> <td>3: 1133 × 1129</td> <td>4: 1314 × 1647</td> <td>5: 1633 × 999</td> </tr> <tr> <td>—</td> <td>—</td> <td>—</td> <td>—</td> <td>—</td> </tr> </table>	Red	1: 87 × 48	2: 39 × 30	3: 53 × 53	4: 63 × 81	5: 80 × 46	—	—	—	—	—	Green	1: 184 × 135	2: 124 × 112	3: 142 × 141	4: 154 × 176	5: 175 × 133	—	—	—	—	—	Blue	1: 439 × 241	2: 196 × 151	3: 269 × 268	4: 317 × 406	5: 402 × 233	—	—	—	—	—	Yellow	1: 1772 × 1029	2: 860 × 692	3: 1133 × 1129	4: 1314 × 1647	5: 1633 × 999	—	—	—	—	—	Purple	1: 1772 × 1029	2: 860 × 692	3: 1133 × 1129	4: 1314 × 1647	5: 1633 × 999	—	—	—	—	—		
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Thursday 15 th March	<p>Topic <i>The Romans deserved to win the battle against Boudicca's army.</i></p> <p>Do you agree or disagree with the above statement? Collect together some ideas and record them in your book, to present your argument to your class on Monday. Don't forget to use emotive vocabulary, e.g. I urge you, I strongly agree/disagree, Can you imagine? / How would you feel if...?</p>																																																									

You should be reading for at least 20 minutes every evening.