

*ST MARY'S CATHOLIC PRIMARY
SCHOOL & NURSERY*



HOMework POLICY

2017



Homework Policy

At St Mary's the homework that we give our children is planned in order to reinforce, support and extend the concepts that they are taught in school. We also feel that homework can:

- Enable a closer relationship between the home and school in providing learning experiences for our children.
- Enable a combination of learning experiences, which relate to home and school.
- Promote independence of learning and prepare pupils for secondary school education.

Introduction

The purposes and the practice of homework have been worked out with all staff. The homework policy is part of our whole-school development policy for raising standards. Every member of the teaching staff has been involved in drawing up the homework policy and all staff will be involved in the regular annual review of policy.

Planning

We have planned our homework policy in terms of:

- Supporting teaching and learning through homework.
- Helping pupils to achieve through homework.
- Involving parents through homework.

Our planning identifies that all staff share an understanding that homework needs to be:

- Specific and manageable for pupils at different ages and can be appropriately supported by parents and carers.
- Regularly monitored to ensure that the demands of homework are as evenly balanced as possible.

In addition, the school recognises that staff need:

- To ensure that homework policy and practice forms are part of the induction process of NQTs and other staff who join the school.

Helping Pupils to Achieve Through Homework

Pupils are different and work and learn at different speeds. Teachers plan homework as part of their weekly planning schemes of work for different area of the curriculum, particularly literacy and numeracy.

At St Mary's we ensure that pupils of all ages understand what they are expected to do at home, and why, and how it will help them to improve their work in class.

- A positive attitude towards homework is part of helping pupils to achieve high standards.
- Homework will be marked and monitored to high and consistent standards.
- Homework will be marked in a way, which children can understand and improve upon.
- A positive attitude towards homework will help pupils when they reach secondary school.

The time set for homework is less important than the quality of the tasks set and the way in which they relate clearly to supporting learning in the classroom.

Nonetheless, in our homework policy we set out a framework, which follows the Government's Homework Guidelines and recommends certain periods of time to be spent on homework at different stages. This is a helpful guideline for parents and pupils. It also helps to create an expectation and a discipline for regular, independent, learning.

Table 1: Recommended time allocation for homework

Class 1 (Reception)	10 minutes each day.	Reading and learning letters and sounds. From Spring term, there may be additional activities relating to class topics.
Class 2 Years 1 and 2	10 minutes reading every day plus up to 2 additional activities	Reading, spelling, other literacy work and number work, plus times tables which are ongoing. Literacy, numeracy, RE or topic.
Class 3 Years 3 and 4	Daily reading/times tables plus up to 3 additional activities	Reading, spelling and tables ongoing. Literacy and numeracy as for Years 1 and 2 with occasional assignments in other subjects.
Class 4 Years 5 and 6	Reading/times tables plus up to 4 additional activities	Regular weekly schedule with continued emphasis on literacy and numeracy but also ranging widely over the curriculum. The increase in homework is to help prepare children for the demands of Key Stage 3.

- At times Class 3 and 4 will produce an ongoing project over the term as part of their homework schedule.
- Single pieces of homework should not take in excess of 30 minutes unless an ongoing project.

How Parents and Carers Can Support Pupils' Learning Through Homework

Parents and carers play a vital role in their children's lasting success. At St Mary's, homework plays a valuable part of our home-school policy as a whole. That partnership is reflected in our Home-School Agreement, which makes it clear that we see the support for homework as a joint undertaking.

Each child is provided with a Reading/Homework Diary, which invites parents to comment upon and sign on a regular basis.

We aim to involve parents wherever possible in supporting their children's learning.

Most important, parents and carers are asked to:

- Make it clear to your child how much you value homework and support the school in explaining how it can help their learning.
- Praise and encourage your child when they take pride in their homework.
- Encourage your child to read as much and as widely as possible.
- Help your child to learn their times tables.
- Ensure Reading/Homework Diaries are filled in as appropriate.

Setting Homework for Different Stages

In setting homework we will plan to:

- Establish a familiar routine for pupils and parents.
- Reflect the age and capacity of the pupils involved.

For pupils of all ages, homework will be set systematically by class teachers.

Wherever possible, the homework and similar activities will be given out on the same day each week. It will be made clear, as appropriate, that some homework will take longer than one day and time will be provided to ensure that it can be completed.

Foundation Stage and Key Stage 1: Years Reception, 1 and 2

For the youngest children in Key Stage 1 the activities which teachers set to be done at home may not be described as 'homework' but they all support successful learning. The activities or tasks, which the youngest children bring home, are designed, wherever possible, to involve some form of activity and invite parental interest and involvement. Homework activities for children at this developmental stage will take into account:

- The vital importance of developing reading, writing and numeracy skills.
- The need for clear, regular and achievable tasks and monitoring.
- The full potential range of partnership by parents.

- The additional needs of some children for extra help.

Class teachers will recommend that reading takes place every day with parents. In addition to the child's reading book, we would recommend that parents take every opportunity to read a wide range of texts with their children.

Reading can involve parents in listening, discussing characters or plot; asking questions and helping pupils to know sounds and basic punctuation.

The other homework activities will be designed to be as enjoyable and active as possible, designed in such a way that parents can easily be involved:

Key Stage 2: Years 3-6

As children get older homework keeps pace with the more challenging demands of the curriculum and in preparation for the transition to secondary school.

Our homework planning for children at this key stage will:

- Maintain the emphasis on raising levels of attainment in literacy and numeracy.
- Enable pupils to extend their knowledge base.
- Enable pupils to extend their range of reference and research skills (local libraries, use of internet).
- Encourage pupils to become independent learners.
- Prepare pupils for the demands of the secondary curriculum.

In addition to homework designed to reinforce basic skills, set homework for pupils at Key Stage 2 will have a greater emphasis on written work and on project work.

Special Educational Needs

Homework for pupils with special educational needs will reflect their different needs and abilities.

Class teachers will also ensure that homework set is varied and appropriate to the individual needs of the child.

How Will Pupils and Parents Know What has Been Achieved?

At St. Mary's our pupils, parents and staff expect and receive appropriate feedback on homework. Ways of providing these include:

- Monitoring the Reading/Homework Diary.
- Routine tests which monitor progress (spelling and tables)

- Verbal feedback from classroom teachers to each pupil.
- Marking and grading for achievement and effort of written tasks.
- Praise and recognition in classroom and assemblies which reward and motivate all pupils.
- A note to go home in the post for parents to contact the school in cases where a child persistently does not complete their homework in order that we can work together in resolving any problems.

Signed:

**Mrs B Corbett
Executive Headteacher**

Date: March 2017

Signed:

**Mrs A Geoghegan
Chair of ARC**

Date: March 2017

To be reviewed: March 2019

