

HOMEWORK POLICY

1. Aims

Our aim as a school is to educate the whole person in the light of Christ's teachings giving all an equal opportunity to do the best they can. This Policy sets out to show how the Homework we set for children offers them an opportunity to do the best they can and develop a whole range of skills and positive learning attitudes.

2.

2.1 We value the support of parents/carers. Catholic teaching considers parents to be the 'first educators' of their children and we believe that this policy will be successful if there is a strong partnership between home and school and this is reflected in the Home –School Agreement. This policy has been reviewed in the light of comments retrieved from pupil consultations & parental questionnaires.

2.2 Our aim then is to promote homework as an important factor in helping children:

- to develop their learning in literacy, numeracy and other curriculum areas as well as practising independent research skills or learning and sharing prayers at home
- to give them an opportunity to share their school work with their parents
- to offer pupils more freedom of choice in how they extend their learning

2.3 We do this by ensuring that when homework is set it is not as a time filler but : a genuine opportunity for parents to engage with their child by sharing with them the work being done in class;
: a chance for children to practise skills, consolidate work learnt in school and extend that learning in a more open- ended, creative way. Homework may not always be a written task.

2.4 We recognise that homework is **only one area** that broadens a child's potential. Other interests and sports are encouraged as extra-curricular activities and some are offered as after school clubs. Children are reminded that regular instrument practice (violin, guitar, clarinet, piano, recorder, etc.) is a valid homework task.

2.5 We also recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time' and a chance to learn other skills – cooking, learning to ride a bike, being an active member of a sports or dance clubs or youth organisation like Beavers, play games, build models, go

swimming, complete jigsaws, visit galleries, museums, places of interest and local libraries.

2.6 A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectations so that by the time children reach Y6 they have established a clear routine in preparation for secondary school. Most of the homework is provided for completion over the course of a week, fortnight or longer – as in the case of the summer holiday presentation project. We hope that this helps homework fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables, spellings are proven to be better when completed in shorter sessions over a few days.

2.7

<p>Foundation classes – Reception and Nursery</p>	<ul style="list-style-type: none"> • Children will take home a page from their Journal to share with their parents on a weekly basis. • Children have a Sounds book and new sounds are added to be learned. • Every week children are given phonics flash cards with phonic sounds or spellings to practice for 5-10 minutes daily. • Children are asked to bring things in during the year to enhance focussed activities. • Children should read and share books with an adult every day and this should be recorded in the reading diary. A library book will be sent home on a weekly basis (from October) for this activity. • In the spring and summer terms the children are given a weekly play activity that focusses on maths skills. It should take 5-10 minutes to do and can be repeated during the week.
<p>Key Stage One - Years 1 and 2</p>	<ul style="list-style-type: none"> • Children will be given a list of spellings to learn each week which follow the phonics or spelling patterns taught in their groups or words linked to the curriculum.

	<ul style="list-style-type: none"> • Children will be given a maths or literacy task each week in their Learning Logs. The task will be linked to the learning being covered in class and will include an open-ended activity or choice of activities for your child to choose from. This work will be checked by the teacher and recorded at the back of the child’s Learning Log. • Children are expected to read daily for at least 10 minutes at home with an adult. The Home Reading Diary should be completed each time. • There will be a Mathletics task to complete online each week. • Children may be given other literacy tasks to work on over a longer period of time to practise their reading and research skills.
<p>Key Stage 2 -Year 3</p>	<ul style="list-style-type: none"> • Children will be given a list of spellings to learn each week which follow the phonics or spelling patterns taught in their groups or words linked to the curriculum. They will be tested each week in school. • A weekly creative learning log will be provided which will include an open-ended activity, or choice of activities, based on class learning topics. Work will be given a maths or English focus on alternate weeks. This work will be checked by the teacher and recorded at the back of the child’s Learning Log. • Children are expected to read daily for at least 15 minutes at home with an adult. They will have a Guided Reading Activity to complete each week. • There will be a Mathletics task to

	<p>complete online each week.</p> <ul style="list-style-type: none"> • Learning of multiplication facts will be ongoing. A mental maths/tables test will take place weekly.
<p>Key Stage 2 -Year 4</p>	<ul style="list-style-type: none"> • Children will be given a list of spellings to learn each week which follow the phonics or spelling patterns taught in their groups or words linked to the curriculum. They will be tested each week in school. • A weekly creative learning log will be provided which will include an open-ended activity, or choice of activities, based on class learning topics. Work will be given a maths or English focus on alternative weeks. This work will be checked by the teacher and recorded at the back of the child's Learning Log. • Children are expected to read daily for at least 20 minutes at home with an adult. They will have a Guided Reading Activity to complete each week. • There will be a Mathematics task to complete online each week. • Learning of multiplication facts will be ongoing. A mental maths/tables test will take place weekly within school.
<p>Key Stage 2 -Year 5</p>	<ul style="list-style-type: none"> • Children will be given a list of spellings to learn each week which follow the spelling pattern or words linked to the curriculum. They will be tested each week in school. • A weekly creative learning log will be provided which will include an open-ended activity, or choice of activities, based on class learning topics. Work will be given a maths or English focus on alternative weeks. This work will be checked

	<p>by the teacher and recorded at the back of the child's Learning Log.</p> <ul style="list-style-type: none"> • Children are expected to read daily for at least 25 minutes at home with an adult. They will have a Guided Reading Activity to complete each week. • There will be a Mathletics task to complete online each week. • Learning of multiplication facts will be ongoing. A mental maths/tables test will take place weekly within school.
<p>Key Stage 2 -Year 6</p>	<ul style="list-style-type: none"> • Children will be given a list of spellings to learn each week which follow the spelling patterns taught in their groups or words linked to the curriculum. They will be tested each week in school. • A weekly creative learning log will be provided which will include an open-ended activity, or choice of activities, based on class learning topics. Work will be given a maths or English focus on alternative weeks. This work will be checked by the teacher and recorded at the back of the child's Learning Log. • Children are expected to read daily for at least 30 minutes at home with an adult. They will have a Guided Reading Activity to complete each week. They should be encouraged to read a range of reading material by this age, such as magazines, comics, news and sports reports, recipes. They should be able to TALK, PREDICT and RETELL information from what they have read. • There will be a Mathletics task to complete online each week.

	<ul style="list-style-type: none"> • Learning of multiplication facts will be ongoing. A mental maths/tables test will take place weekly within school.
For all classes	Homework is not set during holidays except for the summer holiday presentation task. This is a free-choice topic that children research and deliver to their class in a 2 minute presentation in September. They can use 'props', illustrations or photos in their presentation. Parents can help them 'rehearse' their presentation before returning to school in September.
2.8 Roles and Responsibilities	
Role of the Governing Body	<p>The Governing Body has</p> <ul style="list-style-type: none"> • Delegated powers and responsibilities to the Achievements & Standards Committee and to the Headteacher to oversee the development of this policy; • Responsibility for the effective implementation, monitoring and evaluation of this policy.
Role of the Headteacher	<p>The Headteacher will</p> <ul style="list-style-type: none"> • Decide if homework should be set and in broad terms what form that homework should take; • Provide opportunities for parents and pupils and staff to contribute to evaluating the Homework policy for the school; • Promote this policy by raising its status and importance; • Ensure that homework is built into teachers' planning; • Provide supportive guidance for parents (e.g. Homework Advice leaflet, Curriculum Meetings website information); • keep up to date with new developments with regard to homework; • monitor and evaluate this policy as

	<p>well as the practice within school; ensure that the website has up to date information on each class' taught curriculum and the homework associated with it (e.g. Class Newsletters).</p>
<p>Role of the Teachers</p>	<p>Teachers must</p> <ul style="list-style-type: none"> • integrate homework into their planning; • set interesting tasks and activities or suggest creative opportunities for research; • set homework appropriate to each child; • explain when, what and how the work is to be done so that each child clearly understands; • provide feedback ; (the way that this is done will vary depending on the homework task e.g. through a test, through oral feedback and comments, through written comments, etc).
<p>Role of Parents/Carers</p>	<p>Parents and Carers are asked to</p> <ul style="list-style-type: none"> • be aware of what homework their child has; • sign the Home-School Agreement indicating their support for homework; • praise the value of homework to their children; • provide a suitable place in their home where their children can concentrate on their tasks; • establish a homework routine such as no television; • provide materials like pens, pencils etc; • go through the homework before their child starts and discuss the completed work when finished; • make the experience pleasurable; • find time to work with their child or

	<p>be at hand if a problem arises;</p> <ul style="list-style-type: none"> • discuss, encourage and praise their child's efforts; • contact the school if they are not sure of some aspect of the homework or if their child is having difficulties doing it; • contribute to school evaluation so the school can monitor and evaluate its effectiveness.
<p>Role of Children</p>	<p>Children are asked to</p> <ul style="list-style-type: none"> • complete their homework and hand it in on time; • listen carefully in class to make sure they understand what is asked of them; • contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate; • complete their homework using appropriate writing materials; • have a go at all their homework activities and let their teacher know if they experience any difficulties.

2.9 Feedback

All children receive prompt feedback on their homework in a variety of forms, such as:

- verbal
- written
- class discussion
- praise and recognition

Parents are asked to:

- give teachers any feedback they feel might be useful;
- encourage their children to talk about the feedback they have received;
- contact the school if they have any concerns.

3.0 Inclusion & Equality

Pupils, irrespective of their innate ability, gender, disability, cultural or ethnic background, will have equal access to appropriate homework tasks set by their teachers.

We include views from all parties (pupils, parents, governors and staff) when reviewing what we do.

3.1 Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed every 2 years or when the need arises.

Views from staff, parents/carers, pupils and governors will be collected.

Any necessary recommendations for improvement will be made to the Head teacher.

Headteacher:	<i>F. Marsh</i>
Homework Manager:	<i>C. Kissinger</i>
Agreed by Governors :	
Review date:	<i>December 2016</i>