



## Ss Peter and Paul RC Primary School Homework Policy

### **Introduction**

The school policy for homework was developed and agreed by the whole staff and has the full agreement of the Governing Body. The policy was approved and ratified by the Governing Body during the autumn term 2018 and is regularly reviewed.

We are focusing on reinforcing our basic and key skills through homework- reading, phonics, spelling and arithmetic.

### **Reading**

It is an expectation that all children in school should read **every night**; in the early years parents and carers can share books with their children. Parents and carers are expected to complete the reading diary each night and this is recorded in school the next day by the class teacher. Reading is a key skill which enables to children to access all other curriculum areas; it is important to practise this skill every day.

### **Phonics and Spelling**

In nursery and reception children will begin to learn phonics i.e. the sounds that make up words. This is a key skill when learning to read. As children move through school, they will be taught spelling patterns; which again is a key skill for reading as well as writing.

### **Arithmetic**

We are focusing on developing the children's mathematical fluency skills i.e. counting, number bonds and times table facts. This will enable the children to become more proficient and confident in maths.

### **Aim**

Through this policy we aim to:

- **To practise or consolidate basic skills and knowledge in Numeracy and Literacy.**
- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.

- To prepare Year 6 pupils for the transfer to secondary school.

## **The Nature of Homework**

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

1. The nature and type of homework changes throughout a pupils school career.
2. Homework should not cause undue stress on the pupil, family or the teacher.
3. It will not necessarily come in the form of a written task.
4. Homework should be set regularly from the Foundation Stage to Year 6.

## **Recommended Time Allocation**

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, phonics, spelling and times tables.

## **Homework Tasks**

Listed below are a number of example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

### **Foundation Stage**

**Children in the Early Years (nursery and reception) have home school diaries in which homework tasks will be recorded. These tasks will be varied and support the learning of key skills across all areas of learning.**

These tasks may include:

- **Daily reading**
- Key words and phonics (sounds)
- Counting up and down stairs, number of jumps, number of tins etc. etc.
- Reciting nursery and counting rhymes.
- Identification of shapes in the environment.
- Fastening and unfastening buttons and zips and tying shoelaces – getting dressed and undressed etc.

## **Year 1 and Year 2**

These may include:

- **Daily reading**
- Key words and phonics (sounds)
- Learning spellings
- Learning number facts and times tables

In addition Year 2 will receive some SATs practice papers throughout the year in preparation for their statutory assessments in May.

## **Years 3, 4, 5 and 6**

These may include:

- **Daily Reading**
- Learning Spellings
- Learning Times Tables
- Researching topics/ practical tasks related to history/ science or geography topics

In addition Year 6 will receive some SATs practice papers throughout the year in preparation for their statutory assessments in May.

## **Role of the Class Teacher**

- To provide an explanation of homework tasks to children and, when necessary, parents and give guidance of how they might assist their child. This may be done by a note with the work, at a pre-school parents meeting or at an open evening if possible.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the Year group.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To mark homework appropriately, when necessary and give feedback to pupils.

**N.B. Whilst there is a legal responsibility for a school to set homework on a regular basis, the school cannot enforce the completion of homework and therefore, will not punish children for failing to complete some, or all of their homework.**

## **Role of the Head teacher and Governing Body**

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.

## **Role of Parents/Carers**

- **To read with their children every night.**
- Support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

At Ss Peter and Paul RC Primary School we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

## **Racial Equality & Equal Opportunities**

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

## **General**

- Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.