

ST.PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



ENGAGE - INSPIRE - ACHIEVE

**The Christian family of St Paul's... moving forward together.
A caring, exciting and happy school where everyone
succeeds!**

Homework Policy
September 2018

LINKS TO OTHER POLICIES

- English Policy
- Maths Policy
- Marking and Feedback policy
- Presentation Policy
- Positive Behaviour Policy

AIMS AND PRINCIPLES

In order that our pupils can attain the highest standard (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

Aims and Objectives

Regular, well-planned homework can:

- Enable pupils to make maximum progress in their academic and social development;
- Develop good work habits and self-discipline for the future
- Encourage skills and attitudes which help children improve their educational performance
- Help parents gain insight into their child's schoolwork and promote partnership between home and school.
- Provide opportunities for individualised work and develop skills of independent learning
- Offer access to resources not found in school (public libraries, local museums etc.)
- Consolidate and reinforce learning taken place in school and assist in preparation for future class work.
- Provide a context for pupil/parent interaction.

WHAT IS HOMEWORK?

Homework should not be a chore, but children should see it as an extension of their schoolwork. There may be occasions when some tasks are more challenging or difficult than usual as homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development.

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading with a parent
- a family visit to a local museum
- finishing off work from the class
- undertaking individual research for a project at the local library

- learning number facts (multiplication tables)
- literacy activities both written and verbal
- being an active member of a sports club or youth organisation
- going swimming

It can be seen from this list that homework can be a two way process. Teachers may ask for tasks to be completed at home, but are delighted to learn about children's success in other aspects of their lives and will seek to recognise this in school.

When teachers set homework, they will ensure that:

- It is always clearly related to current areas of study within the classroom.
- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- Time scales for completion are explicit.
- Work is marked as promptly as possible.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- The impact of homework upon the standards of children's attainment is monitored.
- All children will be expected to complete homework tasks. They will be given an opportunity to succeed in this through using a homework session in school leisure time if they continually fail to complete it.

HOMEWORK GUIDELINES

As children progress through school, the amount of homework and the expected time spent on these tasks increase.

EYFS

During the first half term, children are given a weekly phonics activity and a picture book. During the second half term and thereafter, children will be provided with 2 reading books every week as well as a phonics activity linked to the sounds they have learnt. Children will also receive Maths homework after the autumn half term. Parents will be informed of these tasks through the weekly class newsletter.

INFANT UNIT (Year 1 and Year 2)

Children will receive weekly homework in the infant unit. This will include 5 spellings and a maths challenge (either paper based or using My Maths online). Year 1 children may also receive additional phonics activities and Year 2 children may receive additional comprehension/ written activities. There is also an expectation that children should be reading every night. More details of reading expectations will be provided further in this policy. It is anticipated that homework for year 1 and 2 children will take around one hour a week.

TRANSITION UNIT (Enchanted Elms, Marvellous Maples & Dazzling Elders)

Children will receive a half termly challenge grid for English, Maths and Topic and this will contain a range of different activities. Children will be expected to choose a task from each area and these should be completed before the end of the half term (date

specified by the class teacher). In addition to this, every two weeks children will be provided with My Maths homework and 10 spellings which they should learn ready for regular spelling quizzes. There is also an expectation that children should be reading every night. More details of reading expectations will be provided further in this policy. It is anticipated that homework in years 3 and 4 will take around one and a half hours per week.

UPPER UNIT (Wonderful Willows and Mighty Oaks)

Children will receive a half termly challenge grid for English, Maths and Topic and this will contain a range of different activities. Children will be expected to choose a task from each area and these should be completed before the end of the half term (date specified by the class teacher). In addition to this, every two weeks children will be provided with My Maths homework and 10 spellings which they should learn ready for regular spelling quizzes. There is also an expectation that children should be reading every night. More details of reading expectations will be provided further in this policy. It is anticipated that homework in years 5 and 6 will take around 2 hours per week. **Children in Year 6 may receive additional homework during spring term in preparation for their SATs.**

READING BOOKS

Children's reading books will be changed and monitored by your child's class teacher. Your child should bring their book and reading diary to school every day, even if your child has not completed the book.

EYFS

During the first term at school, children will be provided with a picture book which they should look at and talk about with an adult at home. After this, they will then be given 2 books every week. Reading records will be closely monitored by class teachers and should be signed regularly with a brief comment describing how your child read (e.g. Struggled with the word look, Enjoyed the story and tried hard to use his phonics...)

Infant Unit (Year 1 & Year 2 children)

Children will be provided with 2 books each week. Children should be encouraged to talk about the books they read and answer questions about the text to help develop comprehension skills. It is essential that your child shows a good understanding of the text before books are handed in to change. Please sign their reading records every time they read, including books which they have read for pleasure and add a brief comment describing how your child read (e.g. Showed a good understanding of the story and could answer questions). It is anticipated that children in the Infant Unit read for at least 5 minutes every night. This includes books or texts from home/ the library.

Transition Unit (Enchanted Elms, Marvellous Maples & Dazzling Elders)

Reading books will be changed once a week and children will be provided with 1 book. It is expected that once children become confident readers that they will read to themselves. However it is useful for parents to listen to their child read one or two pages aloud and ask them questions about the text to help develop comprehension skills. It is essential that children show a good understanding of the text before their books are handed in to change. Please sign their reading records every time they read, including books which they have read for pleasure and add a brief comment describing

how your child read (e.g. Showed a good understanding of the story and could answer questions in detail).

In some cases, children in the Transition Unit may become 'free readers' where they can read their own books from home or our school library. This is at the discretion of your child's class teacher. It is anticipated that children in the Transition Unit read for at least 10 minutes every night. This includes books or texts from home/ the library.

Upper Unit ((Wonderful Willows and Mighty Oaks)

Once children are confident and competent readers they will become 'free readers' where they can read their own books from home or our school library. This is at the discretion of your child's class teacher. Children in the Upper Unit who are still following the school's reading scheme must hand their books to their class teacher once they are ready to be changed. Children's reading records will be closely monitored by your child's class teacher and should be signed regularly by an adult at home with a brief comment even when children are free readers. It is important that you encourage your child to talk about the texts they read and answer questions about the text to develop their comprehension skills. It is anticipated that children in the Upper Unit read for at least 15 minutes every night. This includes books or texts from home/ the library.

PARENTAL SUPPORT

It is essential that parents and carers are an integral part of the homework programme for their children. This can be achieved in a variety of ways:

- Home/School Liaison can be established with parents, through communication that is facilitated through children's homework.
- Parents and children talk, work and spend time together as homework activities are discussed and completed.
- Parents gain a clearer insight into the National Curriculum about the school curriculum and develop the confidence to discuss curricular issues with teachers at Parents' Evenings.
- Parents develop a clearer appreciation of their children's strengths and weaknesses and can become more involved in the on-going assessment of children's progress.
- The research and discussion work generated by homework activities can help to create a family learning ethos within the pupils' homes through the promotion of family learning activities.
- When parents reinforce the work of the school at home, there is a potential for raising standards of achievement even further.

PRESENTATION

All homework should be completed in pencil unless your child has been provided with a pen licence by their class teacher. All maths homework should be completed in pencil. Your child should be encouraged to take care with their presentation. If they make a mistake, they should use a rubber or draw one line through the mistake if a rubber is not available. Children may be asked to re-do their homework if it is not presented to the best of their abilities. Felt tip pens should not be used in your child's homework book.

MONITORING

Homework will be monitored on a regular basis. The quality of the work is also evaluated through termly core sampling procedures. Uncompleted or unsatisfactory homework is recorded by teachers and children may need to complete or re-do it in their own break times. Where there are any concerns regarding a child's homework, the class teacher will be responsible for contacting parents.

CELEBRATION

Considerable emphasis is placed upon acknowledging and praising good work. Children will be rewarded for outstanding homework following our Positive Behaviour system. Parents are also encouraged to praise their children as much as possible.

POLICY REVIEW to go at the end of the policy before the appendices

The Homework Policy will be reviewed every three years

This policy will be ratified by the Governing Body in September 2018

Signed by Mr W Aitkin (Chair of Governors)

Date 25th September 2018

This policy will be reviewed on or before the following date: September 2020