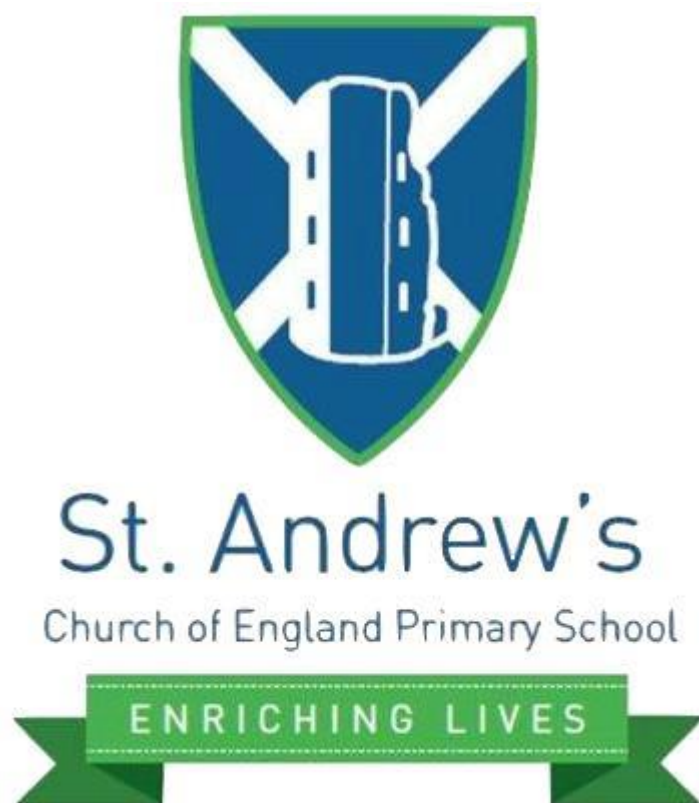


Homework Policy



Our Vision.....

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice.

Even the smallest person can change the course of the future."

..... JRR Tolkien

Date Approved: 10/12/2024

Review by: 31/12/2027

1. The purpose of homework:

1.1 At St Andrew's C of E Primary School, we believe that homework is a valuable part of schooling. It provides opportunities to:

- practise skills
- review content
- deepen understanding of concepts learned.

1.2 Homework can also assist students to develop self-regulation processes, such as goal-setting, time management and study skills; it provides an opportunity for children to develop independence and individual responsibility and supports them in developing the confidence and self-discipline needed to study on their own, and preparing them for the requirements of secondary education

1.3 Homework also supports school-home relationships through connecting families with the learning of their children and it provides opportunities for parents and pupils to work together to enjoy learning experiences.

1.4 We believe that the setting of homework needs to take into consideration the need for students to have a balanced lifestyle. This includes sufficient time for family, sport and recreation and cultural pursuits.

2. Policy Aims

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help to continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- 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 the individual pupil.
- To practise or consolidate basic skills and knowledge, especially in Maths and English.
- 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.

3. The types of homework

3.1 The most important aspect of our homework is reading.

“There can be few things as powerful as regularly reading to a young child. It has astonishing benefits for children: comfort and reassurance, confidence and security, relaxation, happiness and fun. Giving a child time and full attention when reading them a story tells them they matter. It builds self-esteem, vocabulary, feeds imagination and even improves their sleeping patterns.”

National Literacy Trust

3.2 Reading with children is an enjoyable and productive experience, is the environment in which families share stories. A quiet and relaxed environment works best, with few distractions.

3.3 Regularly reading to a child for the love of it provides a connection between parent and child from the very early days and helps build strong family ties. Lines from favourite stories enter the family lexicon. Families who enjoy reading together have more opportunities for discussion, developing empathy and attachment. Reading to their infant is one of the greatest gifts parents can give. By starting the journey of building a lifelong love of reading for pleasure, parents are giving their child the opportunity to be the best they can be: children who read for pleasure do better in a wide range of subjects at school and it also positively impacts children’s wellbeing.

3.3 **Did you know that 90% of children's vocabulary can come from reading books?**

3.4 This is why reading features so predominantly in both our homework (see p3) and your child’s weekly timetable.

3.5 In EYFS, additional tasks are suggested each week that cover all areas of the Early Years curriculum.

3.6 In Key Stages 1 and 2, in addition to reading, a range of different homeworks are set on a weekly basis as outlined below.

3.7 In EYFS and Year 1, it is expected that the child reads the whole book 4 times to improve fluency and understanding.

3.8 In years 2 to 6, owing the length of the books, the children are not expected to read the whole book on each occasion.

3.9 The lower frequency of reading in KS2 is not because we have lower reading expectations of the children in KS2, but rather to recognise the additional homework commitment from other subjects.

	Reading	Additional Tasks
Year R	Nominated book to be read 4 times during week	• learning common exception words (HRSW*) and phonemes in line with weekly teaching • suggested activities for parents to complete with their child sent home weekly.
Year 1	Nominated book to be read 4 times during week	• learning common exception words (HRSW*) and phonemes in line with weekly teaching • Maths
Year 2	Read 4 times during week	• Spellings • Maths
Year 3	Read 3 times during week	• English - grammar • Maths • Spellings
Year 4	Read 3 times during week	• English - grammar • Maths • Spellings
Year 5	Read 3 times during week	• English - grammar • Maths • Spellings
Year 6	Read 3 times during week	• English - grammar • Maths • Spellings

* HRSW = harder to read and spell words

4. Additional Activities

4.1 As well as the homework that the children receive on a weekly basis, there may be occasions when they are asked to complete some additional tasks.

4.2 In Reception and Year One, every term, as part of the children's reading, we also assess the children against the phonics programme taught during the term. This assessment could include recognising new phonemes, reading 'harder to read and spell words' (HRSW) and applying their phonic knowledge to read. Before the end of each term, we will send home a list of any phonemes and HRSW your child has not securely learnt. If you are able to, please support your child with their learning of these phonemes and HRSW it will be invaluable to assist their progress in reading. In school, 1:1, phonics intervention will take place in school for any children that may require it to assist this further.

4.3 Additional activities therefore may include:

- Termly revision on phonemes and HRSW in Reception and Y1 where gaps in knowledge may exist
- practising multiplication tables with Times Table Rockstars
- finding out information
- reading in preparation for lessons
- preparing oral presentations
- written assignments
- Y6 revision

4.4 The class page will host a copy of the knowledge organisers for each subject. These will be shared with the children on a regular basis, however parents/carers may like to share these with their children as well to support their learning.

5. Rewards

5.1 As a school we prioritise reading as a core skill that we expect all children to master.

5.2 Children will be awarded house points for the completion of reading homework as follows:

- Y1/Y2 - 1 house point for reading 4 x per week
2 house points for reading more than 4 x per week
- Y3/Y4/Y5/Y6 - 1 house point for reading 3 x per week
2 house points for reading more than 3 x per week

5.3 For all other homework, where staff have asked for homework to be returned to school, the completion of this will be recognised with the award of 1 house point for each piece of homework that is handed in on time and completed to expected standard.

6. Responsibilities

6.1 Role of the Class Teacher

- To set up regular homework in an easily followed routine.
- To ensure that homework is set in line with this policy.
- To set homework that takes equal opportunities into account.
- To ensure any homework is purposeful and links directly to the taught curriculum.
- To reward praise children who regularly complete homework tasks.
- To mark homework and give feedback to pupils.

- To keep a record of homework handed in
- Teachers will communicate with parents, initially through the planner for each piece of homework that is not completed to query whether any support/guidance can be provided
- Contact parents/carers directly (by phone or face to face) if there is a persistent lack of completed homework (after 3 weeks) to again seek whether any support/guidance can be provided
- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work or in the diary, at a parents' meeting or via a telephone consultation.
- meet with individual children at recreation time or within a lesson to give further, detailed explanations of homework when requested by the child/parent.

6.2 Role of the MLT/SLT/Headteacher

- To check compliance of the Policy.
- To support teachers in meeting and talking with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

6.3 Role of Parents/Carers

- To support the school by ensuring that their child attempts the homework and returns it to school.
- 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 where appropriate, 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.
- To make sure the child has the necessary equipment to complete homework.
- To contact school if they have any concerns or questions about the work given to be done at home either personally or by telephone

6.4 The role of the pupil

Pupils are responsible for undertaking any homework set and remembering:

- To take home and return to school all books and equipment needed to undertake their homework.
- Return the homework to the class teacher on time.
- To ask for support from either parents or the class teacher if needed before the homework is due to be handed in.

7. Monitoring and Evaluation

7.1 Evaluation of the progress made by the school in implementing and sustaining the aims and objectives of this policy will be made by the SLT and/or MLT on an annual basis and reported to the Governing Body and communicated with staff..

8. Communication/dissemination of the Policy

8.1 The policy will be disseminated in the following ways:

- School Web Site
- Staff Meetings
- By request
- By school mailings
- Meet the Teacher meetings