

Diocese of Nottingham
...working in partnership with
The Our Lady of Lourdes Catholic Trust

St Philip Neri with St Bede Catholic Voluntary Academy
Policy Document



Homework

Written by:	Approved by:	Approval Date:	Review Date:
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Context

At St. Philip Neri with St. Bede Catholic Primary Academy, we believe that homework is an essential part of pupils' learning. In line with National Curriculum requirements, homework is set and children are encouraged, and expected to, establish good homework habits from the beginning of their school life.

We recognise that many of our children pursue out of school activities, including swimming, music lessons, Rainbows, Brownies, Beavers, Cubs, martial arts, etc. and we believe this should be encouraged for curriculum enrichment and personal and social skills development. We are, therefore, mindful of also providing a balance between social and family time, whilst also encouraging our children's educational development at home.

Why do we set homework?

Homework enables children to practice and extend skills learned in the classroom, and also gives pupils a chance to undertake research and additional learning, as required. It involves parents (and other adults) in the children's work and we believe that homework encourages and improves independent learning. The work set will reflect teaching that has already taken place; the support adult should not need to teach a homework task.

Purpose

Homework should:

- be set regularly to enable children to reinforce and consolidate learning;
- provide additional retrieval practice based on what the children have been learning that week, half term and prior learning;
- be understood by pupils and parents, and not be seen as an onerous task. It should help parents to keep in touch with their child's learning.
- prepare children for the demands and expectations of future phases of education;
- allow parents/carers to see what their child is learning in school.

Entitlement

All children are entitled to have homework set by their teacher which is matched to their ability and individual needs. Parents are entitled to share in the learning of their child.

Aims

Through this policy we aim to:

- ensure consistency of approach throughout the school;
- ensure progression towards independence and individual responsibility;
- ensure the needs of individual pupils are taken into account;
- ensure pupils and parents know what to expect;
- extend and support the learning experience through reinforcement and revision;
- provide opportunities for families to enjoy learning together.

Role of Pupils

Children are expected to:

- listen carefully to the instructions given so they know how to complete their homework;
- be responsible for taking their books and homework activities home and returning them on time;
- take care and show respect for books and equipment borrowed from school;
- complete work at home to the best of their ability;
- bring their reading book and reading journal to school every day.

Role of Parents

We recognise that parents have a key role on supporting pupils' homework. The nature of this role will change as children get older but an interested adult is always important. Parents can support our Homework Policy by:

- providing a suitable place for homework activities to be completed;
- provide basic resources e.g. pens, pencils, crayons, rulers, dictionaries;
- making it clear that they value homework and ensuring the books and equipment borrowed from school are treated with care;
- encouraging and praising children for their efforts;
- being actively involved in homework activities as appropriate;
- signing reading journals as appropriate;
- not using homework as a threat or punishment;
- contacting the teacher if there are any concerns about homework.

Role of Teachers

The teacher will:

- match tasks to time and as far as possible to the abilities of the children;
- give clear explanation of work to be completed at home;
- give reasonable time for its completion as well as a date for work to be returned;
- provide suitable guidance to parents where necessary, for example by providing worked examples;
- provide feedback to pupils although this may not always be through written comments;
- give recognition and praise to children for their efforts;
- alert parents to any problems with homework.

How can parents help?

Learning at home does not just mean completing worksheets and formal written exercises carried out without help from an adult. All children need to participate in purposeful, joint activities and tasks with an interested parent. Talking together, playing games, reading together, learning facts, browsing the internet or visiting the library to find out about current topics are important.

Everyday activities in the home can also support learning e.g. weighing food for dinner, carrying out money transactions when shopping, reading words on food packaging, can reinforce Maths and English skills. It is particularly important that parents spend time speaking and listening to their children and provide a good role model. This promotes effective communication so that children interact appropriately by listening with concentration, choose language appropriate to the situation and use good manners.

As children get older, learning at home will gradually become more varied and demanding. Although the emphasis will still be on parents and children working together, there should be increasing opportunities for children to develop the skills of independent learning. Much homework will be based on Maths and English skills, often involving rote learning e.g. number facts, tables, spellings etc and regular reading sessions.

For Maths and Topic (History and Geography), children receive Knowledge Organisers for each topic. Parents can help by asking a few 'quiz questions' from the Knowledge Organiser. This will help with the child's retrieval practice and help to embed learning in long term memory. Our impact of learning is that children know, understand and remember more knowledge.

Spend a little time, on a regular basis, listening to your child read and discussing the books they have brought home. Encourage your child to read words and books regularly (show them how important words are). All children have a Reading Journal. This contains advice on the best way for reading to be recorded depending on the child's age.

If your child would like an additional challenge - help your child find out additional facts, e.g. by visiting the library or researching on the Internet.

We ask for your support in seeing that homework is completed conscientiously and in the best possible conditions. If homework is not completed, children are often at a disadvantage in class, as many homework tasks are discussed in class and often inform future learning.

For younger children, little and often is best – 10-15 minutes daily is a good habit. As children become older they should be encouraged to sustain their concentration for longer periods of time, and to work with increasing independence, depending on their individual needs.

If a child struggles with an activity, try to avoid becoming anxious about it and approach your child's teacher as soon as you can. They will spend more time explaining the task to help you and your child.

What sort of homework should I expect for my child?

In all classes, Homework is sent home every week on **Friday** and should be returned to school by **Wednesday**. The table below sets out the homework that is typically given each week.

Class	Typical Homework Set Per Week	Approximate Duration (per week unless otherwise stated)
Reception	Reading	10 minutes 4 times a week
	Phonics worksheet	10 minutes
	Reading and Writing of Tricky Words	10 minutes
	Maths task (practical where possible)	10 minutes
Year 1	Reading	15 minutes 4 times a week
	Spellings (4 decodable words, 2 'tricky' words- Advent term building to 8 decodable words, 2 'tricky' words by Pentecost term)	10 minutes 3 times a week
	Phonics worksheet	15 minutes
	Maths task	15 minutes

Class	Typical Homework Set Per Week	Approximate Duration (per week unless otherwise stated)
Year 2	Reading	15 minutes 4 times a week
	Spellings (8 decodable words, 2 'tricky' words)	10 minutes 3 times a week
	Mental Maths (e.g. TT Rockstars, rote learning of number bonds)	10 minutes
	English or Maths task	15-20 minutes
Year 3	Reading	15 minutes 3 times a week
	Spellings (8 words linked to a spelling pattern, 2 'Year 3/4' words)	15 minutes 3 times a week
	Mental Maths (e.g. TT Rockstars, rote learning of number bonds)	15 minutes
	English or Maths task	15 minutes
Year 4	Reading	15 minutes 3 times a week
	Spellings (8 words linked to a spelling pattern, 2 'Year 3/4' words)	15 minutes 3 times a week
	Mental Maths (e.g. TT Rockstars, rote learning of number bonds)	15 minutes
	English or Maths task	15-20 minutes
Year 5	Reading	15 minutes 3 times a week
	Spellings (8 words linked to a spelling pattern, 2 'Year 5/6' words)	15 minutes 3 times a week
	Mental Maths (e.g. TT Rockstars, rote learning of number bonds)	15 minutes
	English or Maths task	15-20 minutes

Class	Typical Homework Set Per Week	Approximate Duration (per week unless otherwise stated)
Year 6	Reading	15 minutes 3 times a week
	Spellings (8 words linked to a spelling pattern, 2 'Year 5/6' words)	15 minutes 3 times a week
	Mental Maths (e.g. TT Rockstars, rote learning of number bonds)	15 minutes
	English task	15-20 minutes
	Maths task	15-20 minutes
	SATs-related tasks	20-30 minutes (from Lent Term)

Please note that English and Maths homework tasks may be discussion tasks, practical activities, interviewing parents, finding shapes in the environment as well as written tasks and consolidation of Maths skills.

Rewards & Consequences

Teachers may award Dojos to reward hard work and effort.

We recognise that, in exceptional circumstances, a child may not return their homework either on time or fully completed. However, if a child repeatedly fails to return their homework on time or completed to a satisfactory standard, they will be requested to complete this at a later stage either at home or during playtime (at the teachers' discretion). Teachers will not be expected to mark this work. In addition to this, class teachers will request a meeting with parents to discuss the issue further with the aim of finding a solution.

Monitoring

The Headteacher will regularly review the Policy and Guidelines on behalf of the Local Governing Body, alongside the whole staff team, and will monitor the quality of homework provision through work scrutiny.