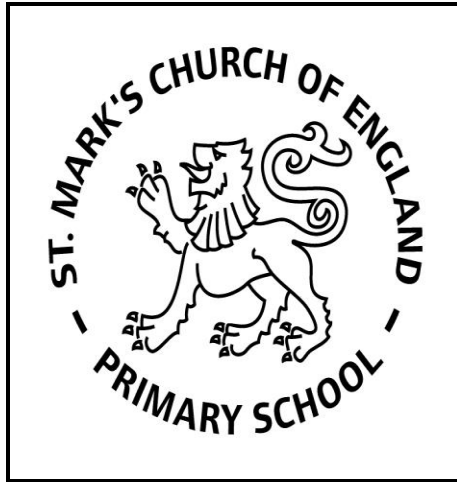
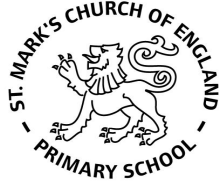


# Homework Policy



*'Thy Word is a Lamp to my Feet  
and a Light to my Path'  
Psalm 119 v 105*

*"Every Child, Every Chance, Every Day"*



**Every Child, Every Chance, Every Day**

## **St Marks CE Primary School** **Policy for Homework**

Governors and staff are committed to delivering the very best for our children. Our Vision is fundamental to our role as a Church of England School with its roots coming from the original blessing and verse presented to our school on its official opening in 1955.

***Thy word is a lamp to my feet and a light  
to my path.***

*Psalm 119 Vs 105*

***The following five components describe the desired outcomes we offer through it.***

- *Together, we will prepare you for life and learning*
- *Together, we will teach you to live within the values of God's word*
- *Together, we will safely lead you on your journey*
- *Together, we will guide you to a fulfilling future*
- *Together, we will forever help you to grow in confidence*

This statement explains our policy for sending schoolwork home and gives general advice about ways in which parents can support their children's educational progress at home.

### **General Principles**

We recognise the importance of the role of the parent as a child's first educator. This role does not diminish once their child is in school. A working partnership between school and home enhances the educational development of the child and so helps raise attainment. We regard any help that parents feel able to offer their child at home as extremely worthwhile.

Helping a child with homework can and should be a positive experience. The individual attention a parent can give, even if only for a short time, can help to motivate a child, further build confidence and self esteem and help progress. A parent's attention focused on the kind of learning a child does at school also means that the child understands the value their parents put on education.

### **How does the child benefit?**

Homework:

- fosters lifelong learning.
- reinforces learning undertaken during the school day.
- provides an opportunity to practise certain skills.
- extends learning in a context unlike that of the classroom.
- gives the child the opportunity to work independently or with the support of an adult on a one to one level.
- gives children the opportunity to discuss and explain what they are doing, so that they develop a deeper understanding.
- can be enjoyable.
- increases children's motivation.
- learning is seen to be valued by the family as well as by the school.
- learning opportunities exist outside school, such as visits to museums, involvement in household projects e.g. cooking. This can help give learning relevance, variety and enjoyment.

### **How do parents benefit?**

Homework:

- involves parents in what their child can and cannot do.
- provides examples of the type of learning that is happening in school.
- enables parents to help reinforce learning for their child.

### **The school's role is to:**

- provide suitable and varied homework tasks which consolidate or extend children's learning.
- clearly communicate its expectations of the work to be carried out.
- give appropriate feedback on work undertaken at home. e.g. by discussing or displaying work.
- ensure that children and parents understand fully when homework is given out and when it is expected to be completed.

### **What homework is set?**

#### **Early Years Foundation Stage**

In Reception class, no formal homework is set. A home school diary is sent home for both child and parent to record events over the weekend. Key words are also sent with a practical topic related activity. Ug the Alien is taken home by one child each week along with a diary to record his adventures. A reading record

book is also provided so that parents can add comments about their child's progress.

### **Key Stage 1**

It is recommended that children in Years 1 & 2 spend at least an hour a week on homework activities. Homework for this age group at our school will be set providing a regular weekly schedule in the following areas:

**Years 1 and 2**      Daily reading (10 mins a day);  
1 task of Literacy or maths;

### **Key Stage 2**

It is recommended that children in Years 3 & 4 spend  $1\frac{1}{2}$  hours a week on homework activities. Work will be set providing a regular weekly schedule on the following areas:

**Year 3**      Daily reading (10 mins a day)  
1 task of literacy and maths  
Spellings for a spelling test  
Times tables for a test.  
1 longer research project linked to their class learning each term.

**Year 4**      Daily reading (15 mins a day)  
1 tasks of literacy and maths  
Spellings for a test  
Times tables for a test.  
1 longer research project linked to their class learning each term.

It is recommended that children in Years 5 & 6 spend  $2\frac{1}{2}$  hours a week on homework activities. Work will be set providing a regular weekly schedule on the following areas:

**Year 5**      Daily Reading (20 mins a day)  
1 task of literacy and maths  
Spellings for a test  
Times tables for a test  
1 longer research project linked to their class learning each term.

**Year 6**      Regular reading (30 mins a day)  
1 task of literacy and maths  
1 longer research project linked to their class learning each term.  
Spellings for a test (as appropriate)  
Times tables for a test (as appropriate)  
Revision for SATs.

- Parents of children in Year 6 should be aware of the high expectations in secondary school. It is therefore important that homework is given in on time.

- Children learning a **musical instrument** e.g.: Music First tuition and The Hub are expected to practise regularly.
- All children, regardless of age should also have the opportunity to play at home on things which are not based on school work.

### **When is homework handed out and expected to be completed?**

In Reception and Y1 children are given a designated day of the week when homework will be sent home.

In years 2-6, homework goes home every Friday and must be returned by the following Wednesday. Teachers can distribute rewards for homework handed in earlier. Children have a homework book, or accompanying task sheet on which to complete their homework. (To help children develop greater responsibility for their own learning, there are clear expectations that homework is handed in punctually.) **There is an expectation from the school that all children will complete all homework tasks and support from parents/carers is greatly appreciated in ensuring that homework is successfully completed and that it is also a positive and rewarding experience.** It is expected that parents inform teachers should homework not be completed or handed in on time with a date when it will be completed.

### **Marking of homework**

All homework which is completed in the time set will be marked or responded to in some way e.g. discussed/displayed. Please see attached statement for parents.

### **Children Absent from School**

There is no legal requirement that the school should provide homework for children who are absent from school through illness nor for children who are absent from school due to long term leave. However, where a child has been temporarily excluded from school, it is the class teacher's responsibility to ensure that work is provided for the child for the duration of their absence.

### **Resources and Cross Curricular Links**

Wherever possible, homework should be developed from the ongoing class work and should not be given as a piece of work in isolation from the class curriculum.

### **How are individual needs met?**

Most homework tasks should be appropriate for the majority of the children in a particular class. If a child has particular strengths or areas to develop, the class teacher can give parents advice as to the type of work they can do at home. This is discussed fully with the parents at Parents' Evenings throughout the year or can be discussed with the school SENDco. For Gifted and Talented

children, advice on how to further extend children's learning can be sought from our Gifted and Talented Leader.

### **What environment best suits learning?**

The best environment in which to learn is one that is **supportive**, and this is true of both the classroom and the home. All children respond differently to different situations. Some children prefer silence, whilst others can work in a noisier environment. Most children do not respond well if their teachers or parents show too much anxiety over their progress, or make comparisons with other children. Most children do not respond well if they are overburdening an adult by requiring help, or if they are harshly criticized for making mistakes.

Most children do respond well to **praise** and **encouragement**. Some children find it easier to work with a particular helper, which may be an older brother or sister rather than a parent. Parents need to ascertain what environment best suits their child at home. If there are significant problems, the class teacher needs to know so that ways to alleviate them can be found.

If a child's educational progress is a cause for concern, it is best if adults try not to pass on their own anxieties to the child, since this can serve to decrease confidence and be counterproductive. The majority of children who find aspects of learning hard are well aware of their own difficulties and have enough to worry about on their own. What helps them best is a reassuring adult who can acknowledge the child's own anxiety, but convince them of the importance of taking just one step at a time on the road to help them "catch up". All steps along the way to progress, even if these are slow, need to be rewarded with praise. Parents, helping their children at home, can contribute a great deal in these circumstances.

### **What other activities can be done at home to help children with their learning?**

- Reading ~ anything and everything! Signs, street names, newspapers, comics, books. Join the local library or a book club.
- Opportunities to talk
- Playing games ~ word games (eg scrabble crosswords), board games, number games, jigsaws
- Painting, drawing, making models from junk or kits, sewing, cutting and sticking
- Educational computer games, software or visiting educational websites
- Cooking
- Writing stories, making up and acting out plays, writing thank you letters or invitations
- Practising handwriting, number bonds, times tables, using dictionaries or calculators
- Visits to the zoo, museums etc

- Opportunities to play

An effective partnership between home and school will support everyone involved in the education of our pupils. To make it succeed, we must have an understanding and commitment to this policy, so that all children can have a happy and successful time at our school.

## Homework Guidance for Parents/Carers

- Check with your child that they understand what they have to do.
- Allow your child to do their homework by themselves, but if they need help, guide them through an example (please do not do the homework for them).
- Please expect a high level of presentation from your child.
- Once finished, check that your child has completed all tasks.
- If your child has misunderstood the work and has got most of it wrong, please explain the work and ask them to do it again. If you have difficulty doing this please inform the class teacher.
- Once the work is finished and you are happy that your child has completed it to the best of their ability, please sign the bottom of the page.

Class teachers will inform you which day of the week homework will be issued and when it needs to be returned to school.

Please do not hesitate to contact your class teacher if you need to discuss your child's homework.

Reviewed and ratified by Governing body	Autumn Term 2022		
Next Revision (Please highlight as appropriate)	Annual	<b>Biennial</b>	Tri-annual
To be reviewed	Autumn Term 2024		