

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all its fullness

Homework Policy September 2021

- An inclusive place that nurtures children's individual talents
- A creative, inspiring school
- A place to learn 'People Skills' to prepare us to become good citizens

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

HOMEWORK POLICY

1 Introduction

- 1.1 Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. We, at St Johns, believe that homework contributes to the promotion of the Christian values wisdom, resilience, self-discipline, love and encouragers.

2 Rationale for homework

- 2.1 Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.
- 2.2 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. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3 Aims and objectives

- 3.1 The aims and objectives of homework are:
- To enable pupils to make maximum progress in their academic and social development;
 - To help pupils develop the skills of an independent learner;

- To promote partnership between home and school in supporting each child's learning;
- To enable all aspects of the curriculum to be covered in sufficient depth;
- To provide educational experiences not possible in school;
- To consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- To help children develop good work habits for the future.

4 Types of homework

- 4.1** All children are expected to practise reading at home, learn number facts and practise spellings or key words and years 2 and 6 are set SAT's practise. Across the school an additional optional 'menu' homework is offered.
- 4.2** Key Stage 1 and Key Stage 2 use a 'Menu' style homework. This allows children to select with their parents which tasks they complete. This has been very successful and has increased engagement and leads to popular exhibits of work.
- 4.3** We also set homework as means of helping the children consolidate and/or extend learning.

5 Amount of homework

- 5.1** We increase the amount of homework that we give the children as they move through the school. We expect Foundation children to spend approximately 10 minutes per night doing homework, with this increasing to children in 6 to spend approximately 30 minutes per night. We expect all children to read at least four times a week. A record of this reading should be made in the relevant page of the child's Personal Organiser. For the younger children this comment should be written by an adult, but there is an expectation that as children get older they will have responsibility for completing their own comment, to be signed by an adult.

We ask parents to check a child's Personal Organiser at least once a week.

Attached to this document we have also included a Homework Expectations table.

- 5.2** We give all children a Personal Organiser where they or the teacher or Teaching Assistant (TA) records the homework, and where parents and teachers make any relevant comments.

6 Pupils with special educational needs

6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to the Individual Education Plans (IEPs). Children involved in intervention programmes may receive homework in place of standard class homework.

7 The role of parents

7.1 Parents have a vital role to play in their child’s education and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly and by discussing the work that their child is doing.

7.2 We understand that on occasion it is not always possible for a homework task to be completed, perhaps because of a prior engagement or a clash of activities. In this case, we would ask parents to let their child’s teacher know by putting a comment in the Personal Organiser or by sending an email to the teacher.

7.3 If parents have any problems or questions about homework, they should, in the first instance, contact the child’s class teacher. If their questions are of a more general nature, they should contact the headteacher.

8 Monitoring and review

8.1 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the Strategic Development Committee of the governing body that deals with curriculum issues. Parents complete an annual questionnaire and our governing body pays careful consideration to any concern that is raised from these. Our governing body may, at any time, request from our headteacher a report on the way homework is organised in our school.

Reviewed: September 2021

Review: September 2023

Reviewed by Staff:K. Bewick.....

Reviewed by Governor:

St. John the Baptist C of E Primary School
Homework Expectations

	Year Group	Weekly Homework	Optional Additional Homework
Foundation Stage	Foundation <i>(Approximately 10 minutes per night)</i>	- Phonics key words/spellings - Reading at least 4 times per week (recording in organiser with parent/carer signature)	- Theme menu work (to be brought in on class specified celebration day)
KEY STAGE 1	Year 1 <i>(Approximately 15 minutes per night)</i>	- Phonics key words/spellings - Reading at least 4 times per week (recording in organiser with parent/carer signature)	- Theme menu work (to be brought in on class specified celebration day)
	Year 2 <i>(Approximately 15 minutes per night)</i>	-Phonics key words/spellings Reading at least 4 times per week (recording in organiser with parent/carer signature) - Number facts/times tables facts - Year 2 SATs preparation work (Spring Term)	- Theme menu work (to be brought in on class specified celebration day) <i>(No theme menu in Spring term as SATs prep work will be set instead)</i>
KEY STAGE 2	Year 3 <i>(Approximately 20 minutes per night)</i>	- Sounds and Syllables spellings - Reading at least 4 times per week (recording in organiser with parent/carer signature) - Times tables facts	- Theme menu work (to be brought in on class specified celebration day)
	Year 4 <i>(Approximately 20 minutes per night)</i>	- Sounds and Syllables spellings - Reading at least 4 times per week (recording in organiser with parent/carer signature) - Times tables facts	- Theme menu work (to be brought in on class specified celebration day)
	Year 5 <i>(approximately 30 minutes per night)</i>	- Sounds and Syllables spellings - Reading at least 4 times per week (recording in organiser with parent/carer signature) - Times tables facts - GREAT Project tasks (4 weeks)	- Theme menu work (to be brought in on class specified celebration day)

	<p>Year 6 <i>(approximately 30 minutes per night)</i></p>	<ul style="list-style-type: none"> - Sounds and Syllables spellings - Reading at least 4 times per week (recording in organiser with parent/carer signature) - Times tables facts - Year 6 SATs preparation work (Spring Term) - DARE Programme tasks (10 weeks) 	<ul style="list-style-type: none"> - Theme menu work (to be brought in on class specified celebration day) <i>(No theme menu in Spring term as SATs prep work will be set instead)</i>
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