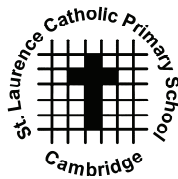


“Through God’s grace, a community growing in knowledge and understanding”



St Laurence Catholic Primary School Homework Policy

This policy is a statement of how homework is organised throughout the school from Foundation Stage to Year 6.

Introduction

This policy gives a broad description of the homework that is to take place in each year group. Parents are informed, through a termly curriculum letter, of the learning that is to take place and are encouraged to enrich the curriculum with experiences outside school e.g. visits to places that relate to the topic being studied and are also directed to a range of resources e.g. websites, books, etc.

What is homework?

Homework refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers, which contributes to their learning.

Homework is learning at home, but learning at home does not just mean completing work sheets and formal written exercises carried out without help from adults. All children need to participate in purposeful joint activities and tasks with their parents and carers; talking together and enjoying one another's company; having fun together, playing games, reciting rhymes; reading, learning and revising facts; visiting the library or local museums; preparing to give a talk about a hobby or an enthusiasm; finding out about an aspect of a topic being studied at school; carrying out mathematical activities that make use of the home context e.g. weighing ingredients for cooking, estimating the number of potatoes, weighing the rice needed for dinner; helping with the shopping and carrying out simple transactions with money.

Aims of homework

The aims and objectives of homework are:

- To enable pupils to reinforce skills of learning
- To promote a partnership between home and school in supporting each child's learning
- To help pupils develop the skills of an independent learner

- To help children develop good work habits for the future
- To develop a positive partnership between home and school that centres on the child's learning
- To encourage confidence and self-discipline to study alone in preparation for the requirements of Secondary School

Homework Timetable

Depending on the age and development of the child, there will be different styles of homework set.

Foundation

- support of individual reading e.g. sound cards, blending words
- reading and sharing a book for at least 10 minutes a night
- handwriting individual letters from Letter- join and fine motor activities
- Maths games

Year 1:

- reading for at least 10 minutes per night
- phonics spelling investigations are given weekly
- learning log tasks are given weekly focusing on English, Maths or topic

Year 2:

- reading for at least 15 minutes per night
- phonics spelling and Support for Spelling investigations are given weekly
- learning log tasks are given weekly focusing on English, Maths or topic
- multiplication tables

Year 3:

- reading for at least 20 minutes per night
- differentiated spellings are given out weekly which include practising their handwriting skills
- multiplication tables and follow up number activities are given on a regular basis
- learning log tasks are given weekly focusing on English, Maths or topic

Year 4:

- reading for at least 20 minutes per night
- differentiated spellings are given out weekly which include practising their handwriting skills
- multiplication tables and follow up number activities are given on a regular basis

- learning log tasks are given weekly focusing on English, Maths or topic

Year 5:

- reading for at least 30 minutes per night
- differentiated spellings are given out weekly
- multiplication tables
- learning log tasks are given weekly focusing on English, Maths or topic

Year 6:

- reading for at least 30 minutes per night
- differentiated spellings are given out weekly
- learning log tasks are given weekly focusing on English, Maths or topic
- work to prepare children for the KS2 SATS

Children are encouraged to update reading records throughout the whole of KS2.

In the summer term in Year 3/4 children will have the opportunity to complete an extended homework project linked to their curriculum topic, this is celebrated within the phase.

The role of the child

- Complete all homework on time
- Take a reading book home
- Learn multiplication tables
- Talk to an adult at home about learning in school

The role of the class teacher

- Ensure that appropriate homework tasks are set
- Give prompt feedback to children about their homework (verbal feedback, sharing children's homework with others in the class, written feedback, sticker, stamp, certificate, note home)
- To keep a record of who has completed their homework
- Contact parents when a child is consistently forgetting/not completing homework to find out if support is needed. Alternatively, speak to parents at the end of the school day for an informal chat about their child's homework
- Provide homework for children who are absent for extended periods of time and are able to complete work

The Role of Parents and Carers

For homework to be a successful and happy experience, parents and carers are encouraged to:

- provide a reasonably peaceful, suitable place in which children can do their homework – alone or with an adult

- make it clear to their children that they value the homework set and support the school
- encourage their children and praise them when they have completed their homework
- ensure that homework is returned to school as requested

We appreciate parents' continued support to ensure that their children complete their homework on a regular basis.

If parents have any difficulties helping their children to complete their homework, or any questions about homework, please to talk to the class teacher.

This policy was reviewed and updated in November 2018 by Lizzy Bennett – Deputy Head for Teaching and Learning

Reviewed by the Head Teacher and Learning and Achievement committee: November 2018

Next due for review: October 2021

Policy Name: Homework PolicyPolicy Date: March 2012, updated October 2015

EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)	N/A	
	• Disability	N	Depending on the age and development of the child, there will be different styles of homework set.
	• Sex	N	
	• Gender reassignment	N	
	• Pregnancy/maternity	N/A	
	• Race (which includes colour, nationality and ethnic or national origins)		EAL – differentiated work given as needed. Parents are encouraged to discuss any difficulties in supporting children with homework with the class teacher
	• Sexual orientation	N	
	• Religion or belief	N	
	• Marriage / civil partnership	N/A	
2.	Is there any evidence that some groups are affected differently?		
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?		
4.	Is the impact of the policy/guidance likely to be negative?		
5.	If so, can the impact be avoided?		
6.	What alternatives are there to achieving the policy/guidance without the impact?		
7.	Can we reduce the impact by taking different action?		

Equality Impact Assessment carried out by: Learning & Achievement CommitteeDate: 15.3.12, up dated October 2015