

St. Thomas More RC Primary School



Homework Policy

Reviewed: July 2018
Next review July 2019

This document is a statement of the aims, principles and strategies for homework at our school. It was developed through a process of consultation with teaching staff. **This policy is to be reviewed in Autumn 2017.**

Homework

Homework is an important component to a child's education, one that fosters the positive development of motivation, curiosity, and confidence. Homework contributes towards building responsibility, self-discipline, and life-long learning habits. It also provides opportunities to deepen or consolidate children's understanding.

In addition, activities outside of school can be valuable learning experiences. Children learn and grow through play, physical activity, and family experiences. Children need time to participate in these activities as well. Homework can also support the partnership between home and school.

Aims

- To develop a culture where regular homework is an expectation of teachers, children and parents.
- To provide practice and refinement of skills taught in the classroom.
- To provide opportunity for increasing self-direction, time-management and independence.

Practice

Homework begins when children enter Nursery and continues throughout the school. Children are set a range of varied homework tasks appropriate to their age and stage of development.

Parents and pupils are made aware of the days which homework will be set and when it is expected to be completed.

Teachers keep a record of children who complete homework and those who do not.

Children who regularly return homework on time.

Golden tickets and stickers are awarded to children who return their homework on time.

Children who do not return homework

All staff follow- up on any children who do not return homework.

- Discussion with pupil
- Homework completed at a playtime or Golden Time
- Letter home/Parent Mail to parents

Homework may be done in homework books or homework files. Children must be encouraged to care for all pieces of work.

Reading

Regular reading is vital to develop children's Literacy skills therefore reading is set daily for all pupils.

On entering nursery, children are given a school book bag for carrying homework and protecting books.

Each child is given a home-school reading diary or log to record books read. This diary also enables a dialogue to be developed between parents and teachers.

Children who read three times a week, receive a sticker in their reading record and on the 'Reading Champions' display. Those children who read three times a week regularly will receive certificates each half term. Record books will be monitored weekly by the class teacher or teaching assistant.

Pupils and parents are expected to care for books sent home. Pupils who do not read three times a week at home will attend lunchtime Reading Club so that they are able to achieve their weekly sticker and certificate at the end of each half term.

Spellings

Children receive weekly spellings according to their ability and knowledge of spelling strategies. They are tested each week, with the opportunity to move to a higher group if they consistently achieve and demonstrate improved spelling in their writing. Pupils will be tested on spellings weekly and a record of their progress kept.

Number Bonds and Multiplication Tables

Knowing number bonds and multiplication tables is an essential skill which will support children's ability to calculate effectively and problem solve. Children will receive weekly number bonds or multiplication tables to take home and learn. It is important that they are able to recite these confidently and quickly for mental calculation skills. Pupils will be tested weekly in class in order to inform the target setting process.

Brainbuilders

Pupils in Key Stage 2 use a cross curricular home learning grid, called 'Brainbuilders'. The grid is a selection of activities linked to the topic being studied. It enables pupils to practise and apply basic skills within a relevant context. It is intended to engage pupils in home learning, either on their own, or supported by their family.

The grid is organised to offer a range of activities, appealing to varied interests, strengths and abilities. The rows relate to the 6 subject groups within the National

Curriculum and give the context of the activity. The columns are related to the types of thinking required with increasing difficulty from left to right. Each task is worth a set amount of points and pupils scoring the highest amount of points will be rewarded in assembly at the end of term.

Homework Responsibilities

Child Responsibility

- To give their best effort in completing and returning homework on time
- Talk to their parents and teachers if the homework is unclear
- Use school resources to help them complete homework if necessary

Teacher Responsibility

- Ensure homework is engaging, purposeful and appropriate
- Ensure homework is clearly explained
- Ensure monitoring of homework is effective and pupils receive regular feedback and reward for their efforts.

Parent Responsibility

- Ensure children have appropriate time and equipment to complete their homework
- Support and encourage children by clarifying instructions, discussing purpose and helping with resources
- Seek help from school if the homework is difficult to understand and use parental booklet “How to support your child at home” to support with teaching sentence types and calculation strategies.

Homework Activities

Year Group	Foundation Stage/Key Stage 1 Homework & Key Stage 2 Homework/Brainbuilders
Nursery	Weekly lending library (self-service) Letter formation Games/Songs Personal, Social and Emotional activities
Reception	Reading books daily Literacy/Sight vocabulary/phonics tasks Letter formation Spellings
Year 1	Reading books daily Sight vocabulary/ spellings Literacy/Phonics tasks
Year 2	Reading books daily Spellings Multiplication tables Literacy/Numeracy tasks
Year 3	Reading books daily Spellings - Multiplication tables Brainbuilders subject tasks (language and communication, health and well-being, humanities,

	science, creative and mathematical)
Year 4	Reading books daily Spellings Multiplication tables Brainbuilders subject tasks (language and communication, health and well-being, humanities, science, creative and mathematical)
Year 5	Reading books daily. . Spellings Multiplication tables Brainbuilders subject tasks (language and communication, health and well-being, humanities, science, creative and mathematical)
Year 6	Reading books daily Revision work linked to Reading, Writing, Spelling, Grammar and Maths SATs. Spellings Multiplication tables Brainbuilders subject tasks (language and communication, health and well-being, humanities, science, creative and mathematical)