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| **Approved by: Curriculum Committee** |  | **Date:** 19/5/23 |
| **Next review due by:** | Summer 2024 | |
| **Changes** |  | |
| **19/5/23** | Edited to include Super Speedy Maths | |

**Homework Policy 2023**

**Homework Policy September 2023**

## INTRODUCTION

*In accordance with Article 5 of the Rights of The Child (A family has responsibility to help their children learn, to help them exercise their rights and to ensure that their rights are protected), Article 13 (Children have the right to find out things and share what they think with others unless it harms or offends other), Article 28 (Children have the right to a good quality education and achieve the highest level they can) and Article 29 (Children’s education should help them to use and develop their talents and abilities), the aim of this policy is to ensure that all children achieve the highest standards possible and benefit from a broad, rich and personalised curriculum.*

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.

## RATIONALE FOR HOMEWORK

It is our school policy that all pupils should receive homework as it is useful in reinforcing and practising knowledge and skills taught in class. Homework develops an effective partnership between home and school which promotes positive attitudes to learning. It ensures that children make the best possible progress and effectively develop skills as independent learners. As children grow older, it develops their self-discipline and responsibility to study on their own and preparing them for future learning.

At Scotforth St Paul’s C of E Primary & Nursery School we set homework that is linked to the age of the child with a significant emphasis upon the acquisition of basic skills. The main focus for these tasks will be English and Mathematic as we believe that children who regularly read to and with parents/carers benefit by gaining in confidence and fluency as readers. Becoming a fluent reader, with excellent comprehension is a priority. The exact time spent on homework will vary as individual age and ability must be taken into account. In general the amount of time to be spent on homework will increase as the child moves through school. Whilst we value homework as a vital part of the learning process, we recognise that many young people have interests and hobbies outside of school; we would never require so much to be completed that it impinges on other very important aspects of a child’s life.

**Homework should never be too onerous nor should it ever create stress within the pupil’s family.**

**If parents/carers have any concerns they should not hesitate to contact the school.**

**Aims**

Part of our mission at Scotforth St Paul’s School is to create good relationships between home and school. We believe that a strong partnership between school and home is at the heart of successful education. Through this policy we aim to:

• Ensure that parents are clear about what their child is expected to do.

• Use homework as a tool to help continue to raise standards of attainment.

• Practise or consolidate basic skills and knowledge.

• Reinforce the work covered in class by providing further opportunities for individual learning.

• Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.

• Provide opportunities for parents, carers, children and the school to work together in partnership in relation to children’s learning.

• Encourage children to develop their responsibility, confidence and self-discipline needed to study independently.

• Help children develop good work habits for the future; including preparing Year 6 pupils for the transfer to secondary school and later life.

## TYPES OF HOMEWORK

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

* reading with a parent;
* a family visit to a local museum/stately home/ castle etc.;
* finishing off work from class;
* learning parts for an assembly/production:
* going swimming;
* playing games which develop physical, mental or social skills;
* undertaking individual research for a project at the local library;
* learning number facts (e.g. tables);
* memorising a poem or unusual spellings;
* learning to ride a bicycle safely;
* ensuring musical instruments are practiced;
* research using the internet (school cannot be held responsible for the content of web sites not recommended by teachers);
* cooking, gardening, making things;
* explaining how things work;
* ensuring that children have opportunities to colour, paint, draw, cut and stick, glue, etc.;
* using computer apps to embed basic skills

## 

## Role of the Class Teacher

* + To provide an explanation of the homework for the child.
  + To support parents when necessary and give guidance on how they might assist their child.
  + To follow the homework policy for their year group.
  + To set homework that takes equal opportunities into account.
  + To ensure any homework is purposeful and links directly to the curriculum being taught.
  + To reward and praise children who regularly complete homework tasks.
  + To monitor the return of homework.
  + To provide feedback for the children and parents/carers about their homework.

## Role of the Head teacher, SLT (Senior Leadership Team) and Governing Body

* + To check compliance of the policy.
  + To meet and talk with parents when appropriate.
  + To discuss with staff how far the policy is being successfully implemented.
  + Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

## Role of Parents/Carers

* + Read and abide by the home-school agreement.
  + Support the school by valuing and supporting the completion of homework.
  + Encourage and praise your child when they have completed their homework.
  + Hear your child read /discuss the book/characters etc. as appropriate to child’s level, each day
  + Check the home/school reading diary daily and to sign it as requested.
  + Offer support when needed, to your child when completing homework including seeking advice from school if necessary.
  + If parents have any questions about homework, contact the child’s class teacher. For questions of a more general nature, contact the headteacher.

## Role of Children

* + listen carefully to the instructions given on homework
  + complete and present homework to the best of their ability
  + bring their homework to and from school on the correct days

## Equal Opportunities

Scotforth School is committed to creating a positive climate that will enable everyone to work free from any form of discrimination, intimidation or harassment in order to achieve their full potential.

All teaching and non-teaching staff at Scotforth St Paul’s C of E Primary & Nursery School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress.

**Weekly Homework expectations**

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| **Type** | **Early Years** Expectations | **Y1/ Y2**  Expectations | **Y3/ Y4**  Expectations | **Y5/Y6**  Expectations |
| **Reading** | **Reception** –  **Some reading every day (either sharing or reading book)**  Sharing books sent home and changed on return.  Reading books to be sent home when children are ready.  Parents to share sound books and decodable word cards with children – 1 pack per week | **Daily reading –reading book expected daily.** Reading diaries checked and signed daily by an adult at home.  Reading for pleasure books to be shared at home.  Phonics homework. | **Daily reading –reading book expected daily.** Reading diaries checked and signed by an adult at home. | **Daily reading –reading book expected daily.** Reading diaries checked and signed by an adult at home.  Guided reading books occasionally sent home for child to read to specified point. |
| **English including Spelling** | **Reception:**  Letter formation task.  Decodable word practice sent home for children to write with parents (approx. 10 words) | Spelling words to practise (approx. 10 words) linked to Jolly Phonics – tested weekly  Plus Y2 comprehension task (approx. fortnightly) after first term. | Y3  Spelling words to practice (approx. 10 words) linked to No Nonsense Spelling – tested weekly  Y4  Spelling words to practice (approx. 12 words) linked to No Nonsense Spelling – tested weekly | Y5/6  Spelling words to practice (approx. 15 words) linked to No Nonsense Spelling – tested weekly  Plus Y6,  Reading, grammar, maths, writing task e.g. short comprehension may be sent home in preparation for KS2 SATs |
| **Maths** | Number cards sent home for number recognition and learn number order. | Y1/2  Super Speedy Maths Practise  Plus Y2 Maths task (approx. fortnightly) after first term. | Y3/4  Super Speedy Maths Practise | Y5/6  Super Speedy Maths Practise  Plus Y6,  Maths task may be sent home in preparation for KS2 SATs |
| Children who do not complete sufficient work in class may also be sent homework to complete. | | | | |