



ST ANDREW' S CE PRIMARY SCHOOL

Homework Policy

St Andrew, after whom our school is named, was known for being a hardworking fisherman and a faithful companion. He was the disciple who brought the lunch of one child for Jesus to share with the 5000.

Our Vision

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Justice, Respect and Forgiveness in mind.

As a 'Rights Respecting School', we follow the United Nations Convention on the Rights of the Child which states:

Article 13 (freedom of expression) Every child has the right to find out and distribute information and to express their ideas – through talking, writing, art or any other form of expression.

Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Article 29 (education and children's development) Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.

Article 31 (play and cultural and artistic activities) Every child has the right to relax, play and take part in cultural and artistic activities.

Aims

The aims of our Homework Policy are to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- Use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Ensure progression towards independence and individual responsibility
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for independent learning.
- Practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop responsibility, confidence and self-discipline needed to study independently.

- Extend learning opportunities for more able pupils by enabling them to take ownership over their learning.
- Prepare Year 6 pupils for the transfer to secondary school.

Recommended Time Allocation

Some years ago, the Government's recommended time allocation, was set out *Homework: Guidelines for Primary Schools and Secondary Schools*. Our time allocations are based on that non - statutory guidance as follows;

- Key Stage 1 (Years 1 and 2) - 1 hour per week
- Lower Key Stage 2 (Years 3 and 4) - 1.5 hours per week
- Upper Key Stage 2 (Years 5 and 6) - 30 minutes per day

There may be occasions when some homework tasks are more challenging than usual as homework plays a positive role in raising a child's level of attainment. However, should parents have any concerns regarding the set homework, they should contact their child's class teacher. Likewise, should the class teacher have concerns regarding the non-completion of homework tasks, parents will be contacted. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged, e.g. reading, spelling and times tables.

We acknowledge the important role of play and free time in a child's growth and development. Homework tasks can cover a range of activities. The following list gives some examples:

- reading with a parent
- exploring spelling patterns
- learning times tables and other number facts
- practising maths concepts learnt in class
- using notes or a simple framework of ideas to produce a piece of work
- a piece of research – “what can you find out about?”
- an activity – “make a chart of”,
- an observation – “keep a record over a few days of”
- a pupil may decide to pursue further an interest from a study theme, by using books, the internet or other sources at home; visiting a library; making a model or diagram
- undertaking individual research for a project at the library
- literacy activities both written and verbal
- being an active member of a sports club or youth organisation
- a family visit to a local museum

It can be seen from this list that homework can be a two-way process. Teachers may ask for tasks to be carried out at home, but teachers are also pleased to learn about children's success in other aspects of their lives and will seek to recognise this in school.

The role of the class teacher

When homework is set, the class teacher will ensure that:

- It is always clearly related to current areas of study within the classroom.
- The task is reasonable, made clear to children and matched to their abilities (differentiated), especially for those pupils with special educational needs.
- Time scales for completion and submission are explicit.
- Work is acknowledged as swiftly as possible (with a signature, sticker, emoji and/or comment).
- Problems or difficulties encountered by children are dealt with swiftly and discussed with the class teacher at the earliest opportunity.
- Regular completion of homework to a high standard is recognised and celebrated. The impact of homework upon the standards of children's attainment is monitored and included when reporting to parents.

- All children are expected to complete the homework tasks. Should a child fail to complete homework on a regular basis, parents will be contacted to discuss any issues and strategies to encourage the child.

The Role of the Parent/Carer

It is vital that parents display a positive attitude towards homework and value its importance. It is expected that parents will support their children by:

- taking an active interest in their child's homework
- encouraging them and praising their efforts
- supporting them in particular tasks
- helping them to devise strategies for remembering facts
- supervising and enabling them to complete tasks
- by reminding them to hand in their homework on time
- by noting when a reasonable amount of time has been spent on a homework task and making the decision to stop, if necessary, before completion (and informing the class teacher of this decision)

It is helpful for parents/carers to discuss the following questions with their child:

- When is it a good time to do homework?
- Where is the best place for homework to be done?
- What helps concentration?
- How long should my homework take me?
- Should I ask for help with my homework, even when it is finishing work started in class? Who should I ask for help and how much help should I expect?

Communication

Children have a reading diary to record titles of the books they are reading. This book can be used for parents to communicate with teachers.

Information about the homework requirements in each year group are sent to parents at the beginning of each academic year and this information is displayed on a noticeboard in each classroom for parents to see.

The homework priorities for St. Andrew's Church of England Primary School are:

- reading
- number bonds/times tables
- spellings/ phonics

Monitoring and Review

It is the responsibility of the Governing Body to agree and monitor the school homework policy. The Governing Body may, at any time, request from the Headteacher a report on the way homework is organised in the school.

Homework expectations across the school

All children at St Andrew's have a **reading diary** where parents, teachers and children (KS2) record book titles and sign to show children have read to an adult where appropriate.

Each term, every year group creates a grid of **homework challenges**. These can be found on the school website as well as being sent home with the children. The grid contains activities the children can choose to do in addition to their set weekly tasks. There are specified levels of challenge (mild, hot and spicy). This grid can also be used to provide tasks for children to complete if they are not able to be in school (home learning tasks).

EYFS

Read with an adult for around 10 minutes daily. Reading books are sent home once the child is able to say and then blend the letter sounds.

A homework task sheet is sent home in a designated homework book towards the end of term one. The four tasks include maths, phonics and two other activities linked to different areas of the EYFS curriculum.

Key Stage 1

Year 1

Daily reading with an adult.

Spelling lists are sent out each week from term three with the letter patterns and words children are expected to practise in year 1. Children should use the 'Look/study/cover/write/check' method to practise.

Homework books containing a grid of weekly activities from the across the curriculum are set each term. Children can complete as many activities as they choose and can complete an activity more than once. Their work (or photographs) can be glued in the homework book or parents can write a comment about the activity the child completed.

Year 2

Daily reading with an adult.

Spelling lists are sent out each week with the letter patterns and words children are expected to practise in year 2. Children should use the 'Look/say/cover/write/check' method to practise.

One piece of work is set weekly for completion in a designated homework book. Activities could be on any curriculum area.

Key Stage 2

Children are expected to read daily. As children become more confident readers, they do not read aloud to an adult as frequently but are still encouraged to discuss their books, answer questions to show comprehension and sometimes read aloud.

Children are encouraged to practise times tables regularly. 'Times Tables Rock Stars' is a website used which enables children to answer questions at speed and adds a competitive, fun element. Children are also encouraged to explore the website: Mathsframe.

Sometimes children are asked to complete research or a piece of work related to the topics being studied in class. They may also be asked to complete a 'talk' homework in preparation for writing tasks.

Year 3

Spelling lists are set weekly and sent home in a folder. Children are encouraged to continue to use the 'Look/say/cover/write/check' method to practise. Quizzes are set on 'Purple Mash' for children to practice the word lists.

Maths tasks linked to the unit being studied in class are sent home weekly in folders.

Towards the end of the academic year, more homework is set electronically in preparation for the homework expectations in year 4.

From year 4, folders are not sent home, homework is set electronically using the platform 'Purple Mash'. Teachers adjust the work for children who are not able to access the site at home.

Year 4 - 6

Spelling - Look/say/cover/write/check sheets are available for the children to print at home. Online quizzes are set to allow the children to practise in a fun way in preparation for their weekly test.

Maths – Quizzes are set linked to the unit being studied in class. Worksheets and other challenges are sometimes uploaded using 'Purple Mash' which the children can print and complete or edit the electronic copy.

Reading – Chapters from eBooks and accompanying comprehension tasks are set on 'Purple Mash'. These eBooks increase in complexity as children advance through the school.

In **year 6** children are encouraged to complete tasks at home to help them prepare for SATs. They are able to access 'SPAG online' and often complete tasks in specially designed workbooks.

Further information/advice:

There may be the occasional exception to the homework guidance laid out above.

If you or your child have any concerns about the homework set, please speak to your class teacher.

Date: November 2022

Review Date: November 2025

(Signed).....

Chair of Governors Seb Hearmon