



St. Clare's RC Primary School

Homework Policy

Date: December 2017

Review: July 2019

In order that our pupils can attain the highest standard (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

Aims and Objectives

Regular, well planned homework can:

- Enable pupils to make maximum progress in their academic and social development;
- Develop good work habits and self-discipline for the future
- Encourage skills and attitudes which help children improve their educational performance
- Help parents gain insight into their child's schoolwork and promote partnership between home and school.
- Provide opportunities for individualised work and develop skills of independent learning
- Offer access to resources not found in school (public libraries, local museums etc.)
- To consolidate and reinforce learning done in school and assist in preparation for future class work.
- Provide a context for pupil/parent interaction.

What is Homework?

Homework should not be a chore, but children should see it as an extension of their schoolwork. There may be occasions when some tasks are more challenging or difficult than usual as 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.

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
- finishing off work from the class
- undertaking individual research for a project at the local library
- learning number facts (time tables)
- literacy activities both written and verbal

When teachers set homework they will ensure that:

- It is always clearly related to current areas of study within the classroom.
- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- Time scales for completion and submission are explicit.
- Work is marked as promptly as possible.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- All children will be expected to complete tasks.

Types and amount of homework

We increase the amount of homework that we give the children as they move through the school. All children are expected to read daily, the amount of time they read for should increase as they get older. From Year 1 children should also be practising their multiplication tables daily.

Foundation stage – Reception: (approximately 40 Minutes each week)

- Reading daily
- Literacy or numeracy (alternate weeks)

Key Stage One: (approximately 1 hr each week)

- Spellings
- Reading daily
- Learning Times tables
- Literacy work
- Maths work

Years 3 and 4: (One and a half hours per week)

- Spellings
- Reading daily
- Learning Times Tables
- Maths work
- Literacy work

Years 5 and 6 (30 minutes a day)

- Spellings
- Reading daily
- Times Tables
- Maths work
- Literacy work

All homework will be set and returned on the same day in every class.

Monday	Tuesday	Wednesday	Thursday	Friday
Spellings out		Homework returned		Homework set (Lit/num)
				Spelling test

Expectations for times tables for each year group:	
Year 1	Count in multiples of 2,5 and 10. Recall and use all doubles of numbers to 10 and corresponding halves.
Year 2	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Year 3	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Year 4	Recall and use multiplication and division facts for all tables up to 12 x 12.
Year 5	Revision of all times tables and division facts (up to 12 x 12)
Year 6	Revision of all times tables and division facts (up to 12 x 12)

Children in year 6 may be given more if it is felt it will support their learning as they approach the SATs.

Children who do not complete their homework may be asked to stay in to do so at the teacher's discretion.

If a child persistently does not complete homework, then the teacher may contact the parents and ask to speak to them in order for school and home to work in partnership for the benefit of the child.

The Role of Parents

Parents need to discuss with their children the following questions:

- When is it a good time to do any homework?
- Where is the best place for homework to be done?
- What helps concentration?
- How long should my homework take me?
- Who should I ask for help and how much help should I expect?

It is vital that parents display a positive attitude to homework and value its importance.

Parents need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed plus what form this might take.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

Pupils with special educational needs

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.