

# St Peter's Catholic Primary School

## Homework Policy



Policy	Homework Policy
Date	September 2023
Date of review	September 2025
Signed Chair of Governors	<i>Eugene McCarthy</i>
Signed Headteacher	<i>Clare Scott</i>

*We, the family of St Peter's, united in faith by God strive to learn and grow together to be the best we possibly can every day.*

We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At St Peters RC Primary School we have a strong commitment to parental involvement and see homework as one way of developing this partnership.

### **What should good homework look like?**

Homework should consist of a range of tasks and learning opportunities including finding information research tasks, asking questions, written work, planning presentations, spelling, tables and reading.

### **Why set 'homework'?**

The purpose of setting homework includes developing the skills and attitudes of independent learners, for example:

- It can inform parents about work going on in class;
- It can further stimulate enthusiasm for learning;
- It takes advantage of the home environment and resources and gives the chance for someone to one adult time;
- It can be a great source for gathering topic information to share with all the children;
- It is a great opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other key facts;
- It helps to foster good habits of organisation and self-discipline in preparation for the demands of Secondary School.

### **Homework at our school**

Whilst we support all of the above key principles, St Peter's is not a school at which homework dominates home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning. We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice.

We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However discreet homework registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

### **Our routines and expectations**

All classes give out weekly homework on a Friday. If it is a piece that needs handing in, it is expected to be returned by the following Tuesday.

The work should always have been explained and discussed in class before coming home; it may be a continuation of classwork, or a maths games already familiar to your child. It is

our intention, and good practice, not to send work home that the child cannot already do i.e. parents are not expected to teach new skills.

There should be a clear explanation/reminder from the teacher of what is expected.

Each child has their own books and these are kept in the children's book bags. Work that needs marking (and is not feeding into other classwork) will be returned. This should happen each week. The tasks set will not always need to be handed in; there are other ways in which teachers will respond or give feedback, for example, sharing results in class discussion, putting work onto a display or transferring work into class books.

The following are the current homework recommendations for each year group. These may alter depending on individual class activities:

<b>Year Group</b>	<b>Homework</b>
<b>EYFS</b>	Weekly Maths and Literacy task on Google Classroom. Halt Termly: Family Learning Project Reading - daily High Frequency Words - weekly
<b>Years 1 &amp; 2</b>	Maths, English and Spellings Reading - daily High Frequency Words (Year 1) Comprehension with handwriting (Year 2)
<b>Years 3 &amp; 4</b>	Weekly Spellings, Grammar (CPG), Maths (CPG) Encourage children to use TTRS Reading - Two reading books given a week
<b>Years 5 &amp; 6</b>	Weekly Maths (CPG), Grammar (CPG), Comprehension and Spellings Reading – daily
<b>Nazareth Rooms</b>	Reading – daily Alternating phonics, Maths or English homework weekly.

In the half term holidays teachers may set optional topic tasks and projects for families to complete. All Keystage 2 children are encouraged to use Mathletics. Science and history/ geography key words can be sent home once a half a term, to develop vocabulary in the foundation subjects.

We expect children to maintain the same standards for presentation of homework as we set in school i.e. to use their best handwriting and a sharp pencil or black pen. Between Reception and Year 2 school staff manage the sticking in of sheets and instructions.

We ask children and parents in Years 3 to 6 to take responsibility for sticking sheets and keeping the book tidy. Failing this, teaching assistants manage it. As far as possible, homework will be related to class topics. This is important as it helps parents to know more about what is going on in class and to support enthusiasm for learning. Parents might, for example, find themselves supporting research of Egyptian Gods, finding out about grandparents' experience of school or measuring objects around the home. This also means that each child can pursue a set task at their own level of ability.

Increasingly teachers are using the web for homework. This may be directing children and Parents to play a specific game from Interactive Resources or, to comment on a blog.

In the few weeks prior to SAT tests, the Year 2 and 6 children may be given additional revision work to supplement their studies.

Homework, as far as possible, should be seen as a positive activity. Please contact your child's teacher should you have any concerns.