



Homework Policy September 2018

This policy is firmly rooted in the values of our mission statement (abridged) where:

We seek to follow the example and teaching of Jesus by:

ensuring every member of the school is valued and cared for as a member of God's family;

providing the best education possible so that all pupils are enabled to reach their full potential in every aspect of life.

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

Homework is a part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed, we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the ways in which children can acquire the skills of independent learning, resilience and perseverance.

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. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full, only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of 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.
- Ensure that there is a consistent approach throughout the school.
- 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 pupils and their parents to share and enjoy learning experiences.
- Promote creative thinking and problem solving.
- Provide the children with the opportunity to express their personal learning styles and make independent choices about how they present their work.
- Set open ended tasks which provide challenge for all pupils.
- 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 websites 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 (e.g. mathematics)

AMOUNT OF HOMEWORK

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.

As the children progress through the school they will benefit from an increasing range of tasks that enable them to prepare for entry to Secondary School. We also set more formal homework in upper Key Stage 2 as a means of helping the children to prepare for entry to High school and revise for end of key stage examinations, as well as to ensure that prior learning has been understood.

Recommended Time Allocation

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.

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 for each child.
- To provide feedback for the children and parents/carers about their homework.

Role of the Head teacher, Homework 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

Parents have a vital role to play in their child's education, and homework is an important part of this process. Ways to help:

- Comply with 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.

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.

MONITORING AND REVIEW

Day to day monitoring and the provision of equal opportunities is the responsibility of the class teacher. The curriculum committee will review the policy bi-annually, or more often if necessary.

Weekly Homework expectations

Type	Early Years Expectations	Y1/ Y2 Expectations	Y3/ Y4 Expectations	Y5/Y6 Expectations
Reading	Reception – Sharing books sent home and changed on return. Reading books to be sent home when children are ready.	Reading at home expected at least 6 times per week. Reading diaries checked and signed daily by an adult at home.	Reading at home expected at least 5 times per week. Reading diaries checked and signed by an adult at home.	Daily reading at home. Reading diaries checked and signed by an adult at home.
English including Spelling	Reception: letter formation task	Y2 spelling list sent home at start of term to be practised regularly and assessed termly.	Y3/4 mandatory spelling list sent home at start of the year to be practised regularly and assessed termly.	Y3/4/5/6 spelling list sent home at start of the year to be practised regularly and assessed termly. In Y6, Reading, grammar or writing task e.g. short comprehension may be sent home in preparation for KS2 SATs
Maths		Daily practice of number facts as outlined in the termly letter. In Y2, completed speedy maths and tables trails sent home to be practised.	Completed speedy maths and tables trails sent home to be practised.	Basic Skills practiced using Mathletics. Mental maths tasks completed in school will be sent home to be practised. In Y6, written maths tasks may be sent home in preparation for KS2 SATs

Policy adopted by Governing Body 10.10.18. Review date End of October 2019.

