

Scotforth St Paul's CE Primary School
Homework Policy 2015

The purpose of homework

This policy sets out clearly the purposes of homework. The purposes include:

- developing an effective partnership between the school and parents and other carers in pursuing the aims of the school. This is also the purpose of home school agreement;
- consolidating and reinforcing skills and understanding, particularly in literacy and numeracy;
- extending school learning,
- supporting children with SEN and extending the more able;
- encouraging pupils as they get older to develop the confidence and self discipline needed to study on their own, and preparing them for the requirements of secondary school and adult life.

Throughout their time at Scotforth St Paul's school, the children will be asked to undertake various activities at home.

The aims of these activities are:

- To strengthen Home/School links
- To practice skills
- To place a value on work undertaken both at home and school
- To give the opportunity for independent work in preparation for the demands placed on children from Secondary school
- To reinforce work undertaken within school
- To promote a positive and consistent approach towards work in co-operation with parents

A termly letter is sent to parents (and is available on the school website) detailing the main work that will be undertaken in English, Maths and Science, and the main themes being undertaken during the forthcoming term. This enables the parents to research/follow up any work should they wish to. This letter also includes homework expectations for the term. The consistent approach throughout the school is one of encouragement along with reinforcement.

All children are encouraged to have an interest in books. The development of reading is fostered in school and reinforced via Home/School links.

Feedback on activities undertaken at home

Appropriate recognition is given to the work undertaken. This is in the form of either verbal or written feedback/stickers. It is vital to recognise the efforts made by the children. When appropriate, rewards are given to those who complete a task. (E.g teampoints.) Positive comments are given to pupils who have made a reasonable effort.

The positive sides of completion of a piece of work are given, rather than the negative sides of non-completion, although in upper KS2 it is expected that **all** children will complete their homework. Individual pupils will be encouraged to complete a given task.

Homework arrangements

At Scotforth St Paul's, all tasks requested and undertaken at home are dependent upon the child's ability, aptitude and age. Regular homework will be timetabled in such a way that children have a reasonable amount of time to complete their tasks. Holiday homework will not be given (with the exception of Y6 prior to SATs). When a project is set, the time given will be flexible enough to allow the work to be done without it impinging on any holidays.

On occasions, in addition to the planned homework, homework may be given in order to complete work not satisfactorily completed in a lesson, or to research facts for a subsequent lesson.

The following tasks will be set time during the child's time in school:

Reception	<ul style="list-style-type: none"> • Daily reading with an adult at home, with regular initialling/comments written in the child's home-school book • Handwriting given on a Friday to be returned the following Friday
Year 1	<ul style="list-style-type: none"> • Daily reading with an adult at home, with regular initialling/comments written in the child's home-school book • Spellings given on a Friday to be returned the following Friday • Handwriting given on a Friday to be returned the following Friday
Year 2	<ul style="list-style-type: none"> • Daily reading with an adult at home, with regular initialling/comments written in the child's home-school book • Spellings given on a Friday to be returned the following Thursday • Handwriting given on a Friday to be returned the following Thursday
Year 3	<ul style="list-style-type: none"> • Daily reading with an adult at home, a comment being made by anyone at home (could be the child's own comment) • Spellings given on a Friday to be returned the following Thursday. • Handwriting given on a Friday to be returned the following Thursday. • Maths given out on a Friday to be returned the following Thursday
Year 4	<ul style="list-style-type: none"> • Reading at least 3x per week with an adult, a comment being made by anyone at home (could be the child's own comment) • Spellings given out on a Wednesday and tested the following Wednesday. • Maths given out on a Friday to be returned the following Wednesday • Handwriting as required by individuals
Year 5	<ul style="list-style-type: none"> • Daily independent reading**, with regular comments in home-school reading record • Set text from guided reading to finish to a given page before the next guided reading session (day dependent on reading group) • Spellings given out on a Tuesday and tested the following Monday • Maths given out on a Thursday to be returned the following Wednesday • Handwriting as required by individuals
Year 6	<ul style="list-style-type: none"> • Daily independent reading**, with regular comments by the children in their reading journals • Spellings given out on a Friday to be returned and tested the following Friday • Maths and SPAG activities: the children may be directed to on-line activities to be completed on Moodle, or may be given work to complete on paper in which case it will be given out on a Friday to be returned by the following Thursday • Handwriting as required by individuals
Details of any research or project work set in KS2 will be issued separately by the class teacher.	

Reading

**Once a child is reading at black level, children are expected to continue their daily reading independently and complete their own reading logs. We suggest that parents still read with their child at least once a week to discuss the content of their child's book and ask questions. In upper KS2, reading may involve activities related to guided reading sessions.

The role of parents and carers in supporting pupils

In order for children to succeed with homework, we ask that parents try to:

- provide a reasonably peaceful, suitable place in which pupil can do their homework alone or, more often for younger children, together with an adult. Or help pupils attend other places where homework can be done, such as homework clubs or study support centres;
- make it clear to pupils that they value homework, and support the school in explaining how it can help their learning;
- encourage pupils and praise them when they have completed homework.
- As far as possible, to become actively involved in joint homework activities with your child.
- Let us know if their child is struggling with homework, so that we can support them.