

Homework Policy



Through respect we will work together in Christ to develop the whole person

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Mission Statement:

This is St Matthew's Catholic Primary School's policy for homework and is set within the context of the whole school aims and Mission Statement:

"Through respect we will together in Christ to develop the whole person "

Rationale

At St Matthew's Catholic Primary School, We believe homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents/carers and children to work together and, thereby, fostering an effective partnership between home and school. We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school, which is reflected in the Home-School Agreement. We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support whilst still allowing quality family time. The policy is the result of consultation with all stakeholders.

Aims

- To provide opportunities for parents/carers to work alongside their child or children to support their learning in school.
- To support the development of literacy and numeracy skills
- To reinforce skills and knowledge taught in lessons.
- To develop a good pattern of working at home.
- To help children become independent learners.

Roles & Responsibilities

The Governing Body:

- delegated powers and responsibilities to the Curriculum & Standards Committee and to the Headteacher to oversee the development of this policy
- nominate link governors to visit the school/classes regularly, to liaise with the Headteacher, staff and to report back to the Governing Body
- responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher:

- promote this policy by raising its status and importance
- ensure that homework is built into teachers planning
- monitor and evaluate the effective application of this policy

Teachers:

- integrate homework into their planning
- set tasks linked to prior learning except around research
- set homework appropriate to ability

- explain when, what and how the work is to be done so that each child clearly understands
- give feedback on homework in line with, Marking Policy

Parents/carers:

- be supportive of the school's homework policy
- praise the value of homework to their children
- provide a suitable space in their home where their children can concentrate on their homework
- establish a homework routine
- At an age appropriate level support their child/ren with their homework
- make the experience pleasurable and find time to work with their child or be at hand if a problem arises
- discuss, encourage and praise their child's efforts
- Not get into conflicts about homework
- Trust that your child will have always completed similar work in school
- contact the teacher if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it

Children :

- complete their homework and hand it in on time
- listen carefully in class to make sure they understand what is asked of them
- make sure they get feedback on their homework
- complete their homework using appropriate writing materials and to a similar standard to classwork
- have a go at all their homework activities

If homework is not completed:

If a child has been unable to complete homework because of family commitments, then parents/carers are asked to write a note to the teacher. If a child has problems with the homework, then parents/carers should let the teacher know.

If a child has no clear reason for not completing homework regularly, parents/carers will be informed. Homework is not compulsory however, it is important that children complete work to support them in their learning. If a child fails to complete homework regularly then the child may have to catch up with their peers during playtime in school.

SEND children

Children with autism or ADHD may have difficulties completing their homework, this may be due to processing instructions, not remembering methods or being unclear what work needs to be done at home. School will try to make sure that homework is set at the correct differentiated level, and that instructions are clear. Parents/carers are encouraged to allow their child to attempt all homework and praise their child, but never get into dispute over it. If your child cannot do their work, send them back in with a note of their difficulties. We will be flexible with SEND children.

Homework structure

After consultations with all stakeholders, the following homework structure should be followed:

A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectations so by the time children reach Year 6 they have established a clear routine in preparation for secondary school. Homework is provided for completion over the course of a week, **Monday for Friday** and so it can be made to fit around family lifestyles and commitments.

Times tables should be learnt up to 12 x 12 by the end of year 4. There will be a national test of tables for year 4. Learning times tables as early as possible has a really positive effect on all maths work.

School year group	Literacy	Numeracy	Other
Reception	Weekly Newsletter - inform parents of Literacy/Numeracy objectives and suggestions of how to support and extend at home. Daily reading folder/Daily phonics assessment file.	Weekly Newsletter - inform parents of Literacy/Numeracy objectives and suggestions of how to support and extend at home.	
Key Stage 1	Daily Reading Comprehension (Y2) Spellings (Spelling Shed) Handwriting	Times Tables Weekly <i>By the end of Yr2 children should know the 2's, 5's & 10 times tables</i> TT Rockstars Number work/ Basic Skills	Research work linked to class themes. Can be presented in a variety of ways. Half termly SATs work for Year 2
Key Stage 2	Daily Reading Spellings (Spelling Shed) Handwriting	Times Tables Weekly <i>By the end of Yr3 children should know the 3's, 4's & 8 times tables</i> <i>By the end of Yr4 children should know the 11's, 6's, 9's, 12's & 7 times tables</i> <i>Yr 5 and Yr 6 should continue to revise all times tables</i> TT Rockstars	Research work linked to class themes. Can be presented in a variety of ways. Half termly Topic work- every half term and linked to the curriculum SATs work for Year 6

		Number work/ Basic Skills	
		Speed and accuracy tests	

A variety of methods will be used to set homework tasks. For some of the above homework activities we will use a range of online platforms. Weekly activities will be set on Dojo's and/or Google classrooms. Children and parents will have access to all login details.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed biannually or when the need arises, and the necessary recommendations for improvement will be made to the governors.

Signed _____ September 2020