

**ST MARY'S CATHOLIC PRIMARY SCHOOL,  
STUDLEY**



**HOMEWORK POLICY**

**Headteacher**

O. Finnegan

**Chair of Governors**

S. Coyne



# **Homework Policy**

## **1 Introduction**

- 1.1.1 Homework is anything 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/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

## **2 Rationale for homework**

- 2.1 Homework is a very important part of a child's education, and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper 'Excellence in Schools', in which homework was described as 'an essential part of good education'. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. However, 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 activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

## **3 Aims and objectives**

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
  - to help pupils develop the skills of an independent learner;
  - to promote cooperation between home and school in supporting each child's learning;
  - to enable all aspects of the curriculum to be covered in sufficient depth;

- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

#### **4 Types of homework**

- 4.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.
- 4.2 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we give children books to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings or mathematical tables as part of their homework. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet and CD-ROMs.
- 4.3 At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 4.2, but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practise at home. We also set homework as a means of helping the children to revise for examinations, as well as to ensure that prior learning has been understood.
- 4.4 Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.
- 4.5 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

#### **5 Amount of homework**

- 5.1 As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one

hour a week doing homework, although this may well include reading with a parent. We expect children in Years 3 and 4 to spend approximately 15–20 minutes per night on homework, and children in Years 5 and 6 to spend approximately 30 minutes per night. This is in line with the DfES guidelines that were issued in 1998.

- 5.2 We give all our pupils a diary in which the homework is recorded, either by them, or by the teacher, or by the learning support assistant (LSA), and in which parents/carers and teachers make any relevant comments.
- 5.3 Children in KS2 are also asked to complete a termly 'Learning Log' Project activity. The children are given a choice of activities (x6) and can make their own decisions about which one to do. The children are given several weeks advanced notice before it is required to be submitted.

## **6 Inclusion and homework**

- 6.1 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, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

## **7 The role of parents and carers**

- 7.1 Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- 7.2 We ask parents and carers to check the home–school diary at least once a week, and to sign it as requested.
- 7.3 If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents or carers should contact the governing body.

## **8 Use of ICT**

- 8.1 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.
- 8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. However, parents or carers are advised always to supervise their child's access to the Internet.
- 8.3 We do not allow children to bring external drives or disks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school through the secure WCC email portal.

## **9 Monitoring and review**

- 9.1 The headteacher is responsible for coordinating and monitoring the implementation of this policy.
- 9.2 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues.

Parents and carers complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way in which homework is organised in our school.

- 9.3 This policy will be reviewed in two years, or earlier if necessary.

**WEEKLY HOMEWORK EXPECTATIONS: CLASS:FOUNDATION STAGE**

<b>HOMework AREAS (PLEASE SEE YOUR CHILD'S READING/HOMework DIARY-INSERT COMMENT IF NECESSARY)</b>	<b>TIME SET</b>	<b>TIME FOR HOMEWORK TO BE RETURNED. (SIGNED BY PARENT/GUARDIAN)</b>
<b>READING: ALL PUPILS ARE EXPECTED TO READ AND DO RELATED SOUND/WORD/PHONIC ACTIVITIES.</b>	<b>TO BE DONE EACH NIGHT (10minutes)</b>	

**WEEKLY HOMEWORK EXPECTATIONS: CLASS; YEAR 1**

<b>HOMework AREAS (PLEASE SEE YOUR CHILD'S READING/HOMework DIARY-INSERT COMMENT IF NECESSARY)</b>	<b>TIME SET</b>	<b>TIME FOR HOMEWORK TO BE RETURNED. (SIGNED BY PARENT/GUARDIAN)</b>
<b>READING</b>	<b>10 mins per night</b>	
<b>SPELLINGS/Sentences</b>	<b>Tuesday</b>	<b>Next Monday</b>
<b>"TALK" HOMEWORK FOR "BIG WRITE" AND OTHER.</b>	<b>Thursday</b>	<b>Friday-ready for "Big Write"</b>
<b>NUMERACY/ENGLISH</b>	<b>Tuesday</b>	<b>Next Monday or before</b>
<b>TOPIC</b>	<b>Termly-relating to Science, History, Geography</b>	<b>Week after school holiday</b>
<b>OTHER HOMEWORK</b>	<b>Phonic homework will be set in preparation of the phonics test.</b>	

**PRESENTATION OF WORK: MARGINS TO BE DRAWN WITH RULER & PENCIL. NAME & HEADINGS TO BE UNDERLINED. SHARP PENCIL TO BE USED.**

**WEEKLY HOMEWORK EXPECTATIONS: CLASS: YEAR 2**

<b>HOMework AREAS (PLEASE SEE YOUR CHILD'S "HOMework FOLDER")</b>	<b>TIME SET</b>	<b>TIME FOR HOMEWORK TO BE RETURNED. (SIGNED BY PARENT/GUARDIAN)</b>
<b>READING</b>	<b>10 mins. per night</b>	
<b>SPELLINGS &amp; SCHOFIELD SIMMS</b>	<b>Tuesday</b>	<b>Next Monday</b>
<b>"TALK" HOMEWORK FOR "BIG WRITE" AND OTHER.</b>	<b>Wednesday</b>	<b>Friday (no written response for big write)</b>
<b>NUMERACY or ENGLISH</b>	<b>Tuesday</b>	<b>Monday</b>
<b>TOPIC</b>	<b>Some research some weeks instead of talking homework.</b>	
<b>TIMES TABLES</b>	<b>FRIDAY</b>	<b>FOLLOWING FRIDAY</b>
<b>OTHER HOMEWORK</b>		

**PRESENTATION OF WORK: MARGINS TO BE DRAWN WITH RULER & PENCIL. NAME & HEADINGS TO BE UNDERLINED. SHARP PENCIL TO BE USED.**

**WEEKLY HOMEWORK EXPECTATIONS: CLASS; YEAR 3**

<b>HOMework AREAS (PLEASE SEE YOUR CHILD'S READING/HOMEWORK DIARY-INSERT COMMENT IF NECESSARY)</b>	<b>TIME SET</b>	<b>TIME FOR HOMEWORK TO BE RETURNED. (SIGNED BY PARENT/GUARDIAN)</b>
<b>READING</b>	<b>NIGHTLY(10 mins)</b>	<b>DAILY: In reading diary</b>
<b>SPELLINGS</b>	<b>MONDAY</b>	<b>FRIDAY</b>
<b>"TALK" HOMEWORK FOR "BIG WRITE" AND OTHER.</b>	<b>TUESDAY</b>	<b>FRIDAY</b>
<b>NUMERACY</b>	<b>MONDAY</b> 1. Practice Skills 2. Weekly curricular area 3. Review	<b>THURSDAY</b>
<b>PROJECT/TOPIC</b>	Autumn term: Stone Age Spring term: Survival Summer term: Ancient Egypt	Separate sheet for parents With dates for project return
<b>TOPIC</b>		
<b>SACRAMENTAL PREPARATION: FIRST HOLY COMMUNION</b>	Sent out termly	

**PRESENTATION OF WORK: MARGINS TO BE DRAWNN WITH RULER & PENCIL. NAME & HEADINGS TO BE UNDERLINED. SHARP PENCIL TO BE USED. NUMERACY HOMEWORK MUST BE DONE IN PENCIL. APPROPRIATE USE OF FOUNTAIN PEN (BLUE INK ONLY), FOR OLDER PUPILS.**

**PE: MONDAY/TUES/WEDNESDAY (KS2): ALL KIT MUST HAVE SEWN ON NAME LABELS. FOOTBALL BOOTS OR TRAINERS TO BE USED FOR FOOTBALL.PUMPS ARE INSUFFICIENT. TRAINERS CAN BE WORN FOR GAMES OR IN THE SPORTS HALL. NO BIKINIS OR SHORTS TO BE WORN FOR SWIMMING.**

**WEEKLY HOMEWORK EXPECTATIONS: CLASS:YEAR 4**

<b>HOMework AREAS (PLEASE SEE YOUR CHILD'S READING/HOMework DIARY-INSERT COMMENT IF NECESSARY)</b>	<b>TIME SET</b>	<b>TIME FOR HOMEWORK TO BE RETURNED. (SIGNED BY PARENT/GUARDIAN)</b>
<b>READING</b>	<b>EVERY NIGHT</b>	<b>EVERY NIGHT</b>
<b>SPELLINGS &amp; SCHOFIELD &amp; SIMMS TABLES</b>	<b>THURSDAY (CG) FRIDAY YM</b>	<b>FOLLOWING TUESDAY CG FRIDAY YM</b>
<b>"TALK" HOMEWORK FOR "BIG WRITE" AND OTHER.</b>	<b>WEDNESDAY</b>	<b>FRIDAY</b>
<b>NUMERACY</b>	<b>No. 1 MATHS SET THURSDAY (CG)  No. 2 MATHS SET WEDNESDAY (YM)</b>	<b>THURSDAY (CG)  FOLLOWING TUESDAY (YM)</b>
<b>LEARNING LOG TOPIC WORK</b>	<b>Start of <math>\frac{1}{2}</math> term based on current humanities theme (1 items to be chosen)</b>	<b>Returned for the end of the <math>\frac{1}{2}</math> term. Date determined and found on Learning Log additional info.</b>
<b>OTHER HOMEWORK</b>		

**PLEASE USE READING DIARY FOR MESSAGES TO THE TEACHER.  
PRESENTATION OF WORK: MARGINS TO BE DRAWN WITH RULER &  
PENCIL. NAME & HEADINGS TO BE UNDERLINED. SHARP PENCIL TO BE  
USED. APPROPRIATE USE OF FOUNTAIN PEN (BLUE INK ONLY), FOR OLDER  
PUPILS.**

**PE: IN SCHOOL ALL WEEK: ALL KIT MUST HAVE SEWN ON NAME LABELS.  
FOOTBALL BOOTS OR TRAINERS TO BE USED FOR FOOTBALL. PUMPS ARE  
INSUFFICIENT. TRAINERS CAN BE WORN FOR GAMES OR IN THE SPORTS  
HALL. NO BIKINIS OR SHORTS TO BE WORN FOR SWIMMING.**

**WEEKLY HOMEWORK EXPECTATIONS: CLASS: YEAR 5**

<b>HOMework AREAS (PLEASE SEE YOUR CHILD'S READING/HOMework DIARY-INSERT COMMENT IF NECESSARY)</b>	<b>TIME SET</b>	<b>TIME FOR HOMEWORK TO BE RETURNED. (SIGNED BY PARENT/GUARDIAN)</b>
<b>READING</b>	<b>EVERY NIGHT</b>	
<b>SPELLINGS</b>	<b>SET MONDAY</b>	<b>TEST ON MONDAY</b>
<b>"TALK" HOMEWORK FOR "BIG WRITE".</b>	<b>SET MONDAY</b>	<b>"BIG WRITE" ON WEDNESDAY</b>
<b>NUMERACY</b>	<b>SET TUESDAY</b>	<b>TUESDAY</b>
<b>OTHER HOMEWORK: LITERACY</b> Occasionally, unfinished work may be sent home.	<b>SET THURSDAY</b>	<b>THURSDAY</b>

**LEARNING LOG TO BE COMPLETED OVER SEVERAL WEEKS.**

**PRESENTATION OF WORK: MARGINS TO BE DRAWN WITH RULER & PENCIL. NAME & HEADINGS TO BE UNDERLINED. SHARP PENCIL TO BE USED. APPROPRIATE USE OF FOUNTAIN PEN (BLUE INK ONLY), FOR OLDER PUPILS.**

**PE: KIT IN SCHOOL ALL DAYS: ALL KIT MUST HAVE SEWN ON NAME LABELS. FOOTBALL BOOTS OR TRAINERS TO BE USED FOR FOOTBALL. PUMPS ARE INSUFFICIENT. TRAINERS CAN BE WORN FOR GAMES OR IN THE SPORTS HALL. NO BIKINIS OR SHORTS TO BE WORN FOR SWIMMING.**

**WEEKLY HOMEWORK EXPECTATIONS: CLASS: YEAR 6**

<b>HOMework AREAS (PLEASE SEE YOUR CHILD'S READING/HOMework DIARY-INSERT COMMENT IF NECESSARY)</b>	<b>TIME SET</b>	<b>TIME FOR HOMEWORK TO BE RETURNED. (SIGNED BY PARENT/GUARDIAN)</b>
<b>READING</b>	<b>EVERY NIGHT</b>	
<b>SPELLINGS</b>	<b>SPELLINGS: SET MONDAY/SPELLING BOOKS</b>	<b>FOLLOWING MONDAY</b>
<b>"TALK" HOMEWORK FOR "BIG WRITE".</b>	<b>MONDAY</b>	<b>WEDNESDAY</b>
<b>NUMERACY</b>	<b>FRIDAY TABLES : EVERY NIGHT</b>	<b>FOLLOWING FRIDAY</b>
<b>LEARNING LOG (CROSS CURRICULA)</b>	<b>SET HALF TERMLY IN AUTUMN AND SUMMER TERMS AFTER SATs</b>	<b>SEPARATE INSTRUCTIONS VIA DIARY</b>
<b>SACRAMENTAL PREPARATION</b>	<b>SEPARATE DETAILS</b>	
<b>OTHER HOMEWORK</b>	<b>REVISION FOR SATS: SPRING &amp; SUMMER TERM</b>	<b>INSTRUCTIONS GIVEN IN HOMEWORK DIARY</b>

**PRESENTATION OF WORK: MARGINS TO BE DRAWN WITH RULER & PENCIL. NAME & HEADINGS TO BE UNDERLINED. SHARP PENCIL TO BE USED. APPROPRIATE USE OF FOUNTAIN PEN (BLUE INK ONLY), FOR OLDER PUPILS.**

**PE: ALL KIT TO BE BROUGHT IN EVERY DAY: ALL KIT MUST HAVE SEWN ON NAME LABELS. FOOTBALL BOOTS OR TRAINERS TO BE USED FOR FOOTBALL.PUMPS ARE INSUFFICIENT. TRAINERS CAN BE WORN FOR GAMES OR IN THE SPORTS HALL. NO BIKINIS OR SHORTS TO BE WORN FOR SWIMMING**