

St Christopher's CE Primary School



Homework Policy

POLICY TYPE	NON-STATUTORY
OWNER	P&S
APPROVING COMMITTEE	P&S
REVIEW EVERY	3 YEARS
APPROVED BY	
POSITION	
DATE	5 th January 2017

St Christopher's CE Primary School

Vision Statement

A school where:

- *The uniqueness of individuals is respected and valued.*
- *The staff provide a safe and nurturing environment which supports children to approach their learning with an enquiring mind, courage and perseverance.*
- *Children's continually evolving needs are identified and they are equipped with the skills and motivation to succeed.*
- *All achievements are recognised and children learn to value their own successes.*

All within the loving support of our Lord Jesus Christ

St Christopher's CE Primary School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school.

The Value of learning at home

At St Christopher's CE Primary School, we value children and parents/carers working together to support the children's educational development through homework. Working together promotes lifelong learning.

We believe that learning at home is a key part of a child's learning and can take part through a variety of activities.

For example:

- ✓ Reading together, discussing books
- ✓ Practical maths problems - setting the table, shopping together
- ✓ Visits to museums, galleries, sporting events, theatre
- ✓ Playing a board game
- ✓ Work set from school to support school learning

Learning at home

At St Christopher's we set weekly homework. The amount and types will vary for different year groups and will encompass all curriculum areas and learning styles. Learning at home will support curriculum work in school by consolidating previous learning, deepening understanding and preparing pupils very well for work to come and gives an opportunity for children to show what they have done in school. Weekly homework will be given out on Fridays and will need to be returned to school by the following Wednesday.

To ensure the children have the right balance between learning and play no homework will be set for completion in the School Holidays.

To support the children's learning it is vital that there is a dialogue between parents, teachers and children concerning the child's learning. Comments should be written on the work by parents/carers and children, this feedback will help teacher's understand the children's engagement and how much support has had to be given.

The importance of children being able to read cannot be overstated, it has a direct impact on all areas of the curriculum. Given this belief, we expect all children at St. Christopher's to engage in books at home on a daily basis. Over time this should include a range of genre – fiction, non-fiction, comics, magazines to name just a few.

Foundation Class:

At foundation stage, reading can be with your child, to your child or your child reading to you and should include discussion about the book beyond just the reading of the words.

In addition to the reading, other pieces of homework may be set. The following are examples of possible types of homework:

- ✓ Work on the high frequency words using the "Find me, Read me and Write Me" process.
- ✓ Sound work – single letters and letter groups
- ✓ Number work – number bonds, counting in 2s, 5s, 10s.
- ✓ Preparation activities related to learning to come (pre-learning)

Initially as the children start to learn sounds we complete an activity sheet in school that is sent home at the end of the week. To support your child's letter formation of these sounds we also send home an activity sheet for child to practise their letter formation.

This may seem like a large amount of work at the time, but it is immensely beneficial to your child's understanding and progress. It sets firm foundations which are built upon throughout the year and then on through their time in school.

Occasionally, they will be given a small amount of other homework to support what they are learning at school. They may also take part in whole school homework a few times a year.

KS1:

In KS1 reading could be with your child, to your child or your child reading to you and should include discussion about the book beyond just the reading of the words.

In addition to daily reading, two pieces of homework and a set of spellings will be given on a weekly basis. The following are examples of the possible types of homework:

- ✓ Work on the high frequency words using the "Find me, Read me and Write Me" process.
- ✓ Literacy work based on what has been taught that week.
- ✓ Maths related learning opportunities appropriate to the learning need – these can be written or practical
- ✓ Research/Preparation activities related to the learning to come (pre-learning)

It is expected that each of these tasks should typically not take longer than 20 minutes. If children have made an effort to complete the homework, but have not managed to do so within that timescale they should not be compelled to complete the work and the parent should make a note in the homework folder.

KS2:

At KS2, children will be able to read independently, but it is important for them still to be heard by parents. Children's understanding of inference and deduction can only be developed by questioning the child on the text, story line and characters.

In addition to daily reading typically two pieces of homework will be given on a weekly basis. The following are examples of the possible types of homework:

- ✓ Weekly Maths related activities – both written and practical
- ✓ Literacy work linked to what has been taught that week.
- ✓ Research/Preparation activities related to the learning to come (pre-learning)

Generally speaking, spelling investigations, and associated spellings, are normally completed within class. Children may be given supporting homework, but this will not necessarily be in the form of spelling lists. Children who have specific needs may be given spellings to learn at home.

It is expected that each of these tasks should typically not take longer than 30 minutes. If children have made an effort to complete the homework, but have not managed to do so within that timescale they should not be compelled to complete the work and the parent should make a note in the homework folder.

Consequences of not completing homework

It is expected that all children, irrespective of ability will complete their homework. If weekly task based homework is not completed and handed in, children will be stay in at breaktime or lunchtime in order for them to completed.

Roles and Responsibilities

Teachers' role:

- To ensure that challenging homework, appropriately differentiated and pitched is offered and given out weekly. At St. Christopher's we encourage children to make decisions on the level of challenge of their learning and this will also be the case for homework. Children will be supported to make the most appropriate choices.
- To feedback on the learning as appropriate – this may be through sharing in class, a verbal comment or discussion with the child.
- A written comment may be given, but where it isn't given the teacher will initial and date to confirm that they have looked at the work.
- Support children and parents in completing the homework.

Parents' Role

- To make every effort to ensure their child completes the homework.
- To support, but also encourage independent learning.
- Talk to teachers about any aspects of the homework which concerns them
- To comment on the homework as appropriate through discussion with the child or teacher or through a written comment on the homework.

Pupils' Role

- It is the children's responsibility to ensure that they have the relevant homework
- It is the children's responsibility to hand in the homework on time