



ST. MARY'S

Homework Policy

St Mary's CE (A) Primary School

2017-2018

The school policy for homework was developed and agreed by the whole staff in consultation with parents and pupils and has the full agreement of the Governing Body.

1. Our Aims

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help to continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, 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.
- Reinforce work covered in class by providing further opportunities for the individual pupil.
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

2. The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when setting homework there are a number of points to consider:-

1. The nature and type of homework changes throughout a pupils school career.
2. Amount and frequency of homework should increase as a pupil gets older.
3. Homework should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Homework should be set regularly from the Foundation Stage to Year 6.

3. Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school.

Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spellings and times tables.

Below are previous government recommendations for appropriate time allocations for homework activities as guidance:

Foundation Stage – 45 minutes per week

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

4. Homework Tasks

Year	Day homework is set	Day homework is due in	Nature of homework	Reading Books
R	Friday	Tuesday	See Homework Diary.	Reading at home 3 times a week.
Y1	Friday	Tuesday	Maths Comprehension Spelling	Reading at home 3 times a week.
Y2	Friday	Tuesday	Maths Comprehension Spelling	Reading at home 3 times a week.
Y3	Friday	Tuesday	Maths Comprehension Spelling	Reading at home 3 times a week.
Y4	Friday	Tuesday	Maths Comprehension Spelling	Reading at home 3 times a week.
Y5/6	Monday Friday Thursday	Friday Monday Monday	Comprehension Maths Spelling	Reading at home 3 times a week.

The children will have three main types of homework. These are:

- i) Homework folder – see above
- ii) Reading book/diary
- iii) Handwriting activities, comprehension, spellings etc.

Each book should be looked after carefully and respected like all other school books. The reading diary needs to come to school on a daily basis. It plays a key role in home/school communication – both parents and teachers use these diaries, not only to keep track of the homework expectations, but also to send notes or reminders.

5. Role of the Class Teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work or in the diary, at a parents' meeting or at an open evening.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes.
- To set homework that takes equal opportunities into account.
- To ensure any homework is purposeful and links directly to the taught curriculum.
- To reward and praise children who regularly complete homework tasks.
- To mark homework and give feedback to pupils.

6. Role of the Head teacher 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.

7. Role of Parents/Carers

- To sign a home school agreement dealing with homework.
- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

At St Mary's CE(A) Primary we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. It is not possible to give homework when parents take holidays in term time. Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher or target group teacher.

Equal Opportunities:

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

This policy has been impact assessed by Mary Priestley in order to ensure that it does not have an adverse affect on race, gender or disability equality.

Signed: *Sonia Oxford* **Chair of Governors**

Policy Date: July 2017