

ST. THOMAS OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Policy for Homework

'We learn, love, respect and accept our responsibilities through our faith in Jesus Christ.'

This policy should be read in conjunction with our other policies (Teaching and Learning, SEN)

1 Introduction:

- 1.1** Homework encompasses a whole variety of activities to support children's learning. At St. Thomas', we consider that homework is a very important part of a child's education and can add much to a child's development. Homework is an important way of establishing a successful dialogue between teachers, pupils and parents.

2 Aims:

- 2.1** To support, extend, consolidate and practise skills and knowledge learned in the classroom. It should encourage children to develop independence and organisational skills, which are essential skills for life.

3 Objectives:

- 3.1** At St Thomas of Canterbury we regard homework as an opportunity to:
- enable pupils to make maximum progress in their academic and social development
 - help pupils develop the skills of an independent learner
 - promote a partnership between home and school in supporting each child's learning
 - consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons
 - help children develop good work habits for the future

4 Organisation:

- 4.1** Homework can be given in the form of:

- reading
- phonics and words to blend
- multiplication tables
- spellings
- consolidation activities e.g. for maths or English
- research (including using the internet)
- collection of evidence
- handwriting
- supporting intervention strategies (Wave 2 and Wave 3)
- learning words for assemblies, presentations and performances

- 4.2** All children are given a school homework diary where they, the teacher or teaching assistant, record their homework and where parents and teachers make any relevant comments. Targets and test results may also be recorded here. Homework is recorded in different ways. Children are encouraged to use their homework diary.

5 Pupils with Learning Difficulties, Disabilities / Gifted and Talented:

5.1 Homework is differentiated to support individual needs. (See SEN Policy / Gifted and Talented Policy)

6 The role of parents:

6.1 Parents have an important role to play in their child's education, and homework is a crucial part of this process. We ask parents to encourage their child to complete the homework tasks that are set. If the children have any difficulties, they are encouraged to inform the class teacher as soon as possible so that assistance can be given. We invite parents to help their children as necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, providing appropriate (controlled) access to a computer/internet for research etc. and by discussing the work that their child is doing. We ask parents to check the home/school diary at least once a week and to sign it as requested. We ask parents to encourage their child to talk to their teachers in the event of problems being experienced with homework.

7 The Senior Leadership team will:

- Review the policy regularly
- Ensure the policy is enforced by monitoring planning and work samples
- Offer support where necessary to staff and parents
- Monitor progress and homework diaries

This policy has been reviewed by staff and ratified by Committee A of the Governing Body at their meeting: **2nd February 2018**

APPENDIX 1

GENERAL HOMEWORK GUIDE

- Nursery:** **Term 1 (Autumn)** - Sharing a library book each week and a nursery rhyme
Term 2 (Spring) - Sharing a library book each week and a story sack
Term 3 (Summer) - Sharing a library book each week and an individual reading book (picture book)
- Reception:** **Autumn Term**
Sharing a library book each week and a sounds book (4 new phonics are introduced each week), words to decode each week. When the children are ready they will be given an individual decodable reading book.
Spring Term
Individual decodable reading book, after half term - weekly spellings.
Summer Term
Individual reading books for pupils. Weekly spellings and after half term weekly Numeracy activities.
- Year One:** Reading with an adult each night
Spellings weekly
Maths activity each week (multiplication tables will be given in the Spring / Summer Term)
English activity
- Year Two:** Reading with an adult each night
Spellings weekly
Maths activity weekly (to include multiplication tables practice)
English activity weekly
- Year Three:** Reading with an adult at least 3 times a week
Spellings weekly
Maths activity weekly (to include multiplication tables practice)
English activity weekly
Project work depending on theme. Pupils are given plenty of time to complete their projects.
- Year Four:** To encourage development as an independent reader (to include reading with an Adult at least 3 times a week)
Spellings weekly
Tables weekly
Maths activity weekly
English activity weekly
Project work depending on theme. Pupils are given plenty of time to complete their projects.
- Year Five:** To encourage development as an independent reader (to include reading with an Adult at least once a week)
Spellings weekly
Tables as necessary
Maths activity weekly
English activity weekly
Project work depending on theme. Pupils are given plenty of time to complete their Projects
- Year Six:** Independent reading
Spellings weekly
Tables as necessary
Maths activity weekly

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English activity weekly
Project work depending on theme. Pupils are given plenty of time to complete their projects
Revision tasks for SATs as appropriate

Work will be differentiated according to ability as required.

In Key Stage 2, Homework may be substituted by alternative activities in other subjects, particularly in R.E. Science, History, Geography and P.S.H.E.

At the beginning of each term teachers send out a curriculum letter in which homework expectations are outlined in more detail.

A meeting will be held for parents each year in order to discuss best approaches to project type work. Children will be introduced to this in Year 3 and skills gradually introduced to aid them in becoming independent researchers by the time they move on to secondary school.