



St. Andrew's CEVA Primary School

Homework Policy

St. Andrew's Church of England Primary School is committed to providing a thriving Christian environment through the I ASPIRE values. These reflect the Christian ethos of our school and ensure that everyone feels safe, valued and supported so that all individuals can reach their highest goals and are encouraged to engage in lifelong learning. Our vision statement "*With God all things are possible*" (Matthew 19:26) is at the core of our values and is used to inspire everyone to be open to all possibilities and have a positive attitude and outlook to life. Spiritual, moral and emotional development are central to the life of our school and this will be reinforced in the School's homework policy where appropriate.

Amendments

Date	Change	Actioned By
May 2022	Change of HT from HT's and name change	VG

1 Introduction

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 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 and progress at school. 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, especially in Year 5 and 6.

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 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. Reading is homework for every child in school, starting in Year R. We give children books to take home and read with their parents or carers and give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. 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 may 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. 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.

In Key Stage 1, the focus is on this reading and being able to decode, understand and discuss the books that the children take home with their parents and carers. Children in EYFS, Year 1 and Year 2 have their books changed twice weekly, on Mondays and Thursdays, so that COVID-19 protocols can be followed. In Year 2, *MyMaths*, an online resource, is used to support the children's development in number. Children in Year 2 are expected to access and submit scores on MyMaths once a week in addition to their daily reading. Children in Year 2 also take their next set of 'Fast Spelling' words home to practice on a weekly basis.

4.3 Key Stage 2 (Year 3,4,5 & 6) - Aside from the homework already mentioned, as the children progress through the school, the homework progresses with them. In addition to their 5 weekly reads, and Fast Spellings, the expectations for homework in KS2 are as follows:

- Year 3 – one piece of Maths or English set weekly.
- Year 4 – one piece of Maths or English weekly.
- Year 5 – one piece of Maths and one piece of English set weekly.
- Year 6 – one piece of Maths and one piece of English set weekly.

Homework may be set on *MyMaths*, in a homework book or on Google Classroom.

Children may also be set research tasks which are linked to topics in Connected Curriculum.

4.4 Homework is marked and any issues arising from the work will be followed up by the teacher.

5 Amount of homework

5.1 As they move through the school, we increase the amount of homework that we give the children, either in time spent on the homework or by type of homework.

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.

6.2 All children are expected to complete homework, especially as the school provides lunchtime sessions during the week in school time for children to catch up on homework missed or to complete their homework in advance. The school takes the view that not completing homework is unfair for those children who do complete homework tasks to a satisfactory level. If a child continues to not complete their homework, the class teacher will communicate with the parent/carer to establish a reason why. The school consequences will be followed for children that do not complete homework.

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 for reading diaries to be signed, with a comment if possible, once a parent or carer has listened to a child read at home.

7.3 If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. 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 headteacher and/or 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. It also needs to be noted that the use of the internet by children at home should always be monitored by a responsible adult.

9 Monitoring and review

9.1 A named member of staff is responsible for coordinating and monitoring the implementation of this policy across each Key Stage.

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 Head Teacher a report on the way in which homework is organised in our school.

9.3 This policy will be reviewed annually or earlier if necessary.

This policy should be read in conjunction with:

*Behaviour Policy

*E-Safety Policy/Acceptable Use Policy

Reviewed: September 2022

Review date: September 2023

Appendix 1

St. Andrew's CEVA Primary School Homework Schedule 2021-2022				
Homework	How often	Timing	Day Given out	Day Handed in
Year 6				
Spellings	Weekly	10-15 mins	Ongoing	Ongoing
Maths and/or English	Weekly	20 mins	Friday	Tuesday
Reading	Daily	15 mins	Each night	Ongoing
Other subject/topic work	As appropriate			
Year 5				
Spellings	Weekly	25 mins	Ongoing	Ongoing
Maths and/or English	Weekly	20 mins	Friday	Wednesday
Reading	Daily	15 mins		Reading Record in every Monday
Year 4				
Spellings	Weekly	10 mins	Ongoing	Ongoing
Tables	Weekly	10 mins	Ongoing	Ongoing
Reading	Daily	10 mins	Each night	Ongoing
Maths/English	And/or weekly	15 mins	Friday	Friday
Year 3				
Spellings	Weekly	10 mins	Monday	Monday
Tables	Weekly	10 mins	Ongoing	Ongoing
Reading	Daily	10 mins	Each night	Ongoing
Maths/English	And/or weekly	15 mins	Friday	Wednesday

Year 2				
Spellings	Weekly	15 mins	Thursday	Friday
Times tables	Weekly	15 mins	Ongoing	As appropriate
Reading	Daily	15 mins		
Year 1				
Spellings	Weekly	15 mins	Thursday	A week later
Maths	As appropriate	10 mins	As appropriate	As appropriate
Reading	Daily	15 mins	Each night	
Year R				
Phonics	Daily	5 mins	Will be in book bags when appropriate.	
Numerals	Weekly	5 mins		
Reading/Words	Daily	10 mins		
Topic	Half termly			
* Timings are suggestions as homework may take longer to complete.				