

ST JOHN THE BAPTIST CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL



Homework Policy

September 2022 – September 2024

This policy was approved by the Full Governing Body at a meeting on 07/03/2023

Signed David Park – Chair of Governors

The Aims of the Policy:

- To provide a clear definition of the purpose and nature of homework at St John's.
- To identify our shared views of good practice.
- To establish how homework will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

Definition

At St John's we view homework as being supported or independent task undertaken outside of curriculum time which reinforces extends or enriches current learning.

Purpose

The purpose of homework is to provide opportunities for parents to be involved in their child's learning. It enables children to practice and consolidate skills and aims to broaden the context of learning and provide enrichment.

Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance and resilience.

Good practice

- At St John's we believe that the following principles underlie good practice.
- The policy is co-ordinated by the school's Deputy Headteacher
- A consistent approach is used to ensure that parents and children are aware of homework expectations and its organisation.
- Parental support for ensuring homework activities are completed is an essential aspect of the effectiveness of the schools approach to homework.
- Homework is set in a structured way to help children develop regular study patterns (with parental help if needed).
- There is regular feedback for completed work and a system in place for responding to homework that is not completed.
- In planning homework, teachers are set clear learning intentions and ensure that tasks are appropriate.
- The policy is reviewed regularly as part of the School development plan.

Range of Activities

A variety of tasks are used to meet planned learning objectives. These can include:

- Speaking and listening activities
- Reading
- Spelling and word investigations
- Book reviews
- Reading comprehension
- Independent research
- Practical maths investigations
- Collecting items linked to a theme
- Skills practice across a range of areas
- Data collection
- Art/Model making/Creative Activities
- Charity Requests
- Educational games

Organisation

Progression is planned from Reception to Key Stage Two through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.

In Foundation Stage, children are sent home with a homework grid that contains six activities each half term. The children can choose which order to complete these in, and photographs must be submitted electronically using Tapestry every Friday. In addition to this, children are sent home with a Sight Word Rocket containing ten sight words that they must learn to read and write each half term. Both the homework grids and the Sight Word Rockets are also available to download on Tapestry. The children are also sent home with a phonics book that they must read to their parents three times a week, a PM book that they must read together with their parents and a share-at-home book for parents to read to the children. All reading done at home must be recorded in the child's reading record. At regular intervals throughout the year, children are also sent home with sound mats and flashcards to help them consolidate their phonic learning at home.

In Years 1 and 2 children receive a half termly homework grid with tasks linked to their current learning. Once completed, homework is returned weekly on a set day to the class teacher. Feedback is then given. Parents may request a homework book in which to complete the homework, with this being brought in to school to be marked weekly. Homework is set and marked through our communication app Weduc.

In addition to this it is our expectation that children read to an adult at home at least 4 times per week for approximately 20 minutes. Spellings are also sent home to be learned for a weekly test.

Written homework is expected to be of the same standard as the children would do in school.

In Year 3 there is an expectation for children to read for around 20 minutes and practice spellings daily, along with the completion of one 30 minute task per week. Tasks are provided half termly with multiple options relating back to the curriculum and topics covered that term. The children are able to choose the task which they would like to complete in their Homework books and hand back to the teacher. If the children wish to use IT to complete their homework this can be submitted through Weduc or Email.

In Year 4 the expectation is that children read for 20 minutes, practice daily spellings and complete one 30 minute task per week. Learning of times tables is also expected routinely each day. By the end of year 4 it is expected that all children will know all of their times tables to 12X. The homework is sent out via Weduc half termly with multiple options relating back to the curriculum and topics covered that term. The children are able to choose the task which they would like to complete and submitted back to the teacher via Weduc.

In Year 5, there is an expectation of 20-30 minutes per day spent on individual reading as well as the practicing of spellings daily. The children are also expected to complete a weekly homework task which will include literacy and numeracy. Key maths skills are identified for practice and learning, including times tables.

By Year 6, children are expected to complete a piece of homework each week. This may also include finishing class work. This could be to different lengths and sometimes include numeracy and literacy tasks. Reading of 20-30 minutes per day will also need to be completed along with the daily practice of spellings. Key maths skills are also identified for practice and learning including times tables.

Many classes allow children to submit using Weduc. Also, some of the projects such as creating a presentation etc... we would openly encourage them to use ICT.

Roles and Responsibilities

Class teachers will plan purposeful activities with clear learning intentions, which are linked to the curriculum content. They will respond to children's efforts, providing encouragement and reward and will follow up with parents the reasons for homework not being completed.

Parents have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for its completion.

Each year group distributes homework on an agreed day of the week/term and sets a return date for this. Where homework is not returned by this date, it will be marked in the next homework cycle. This is to enable the homework cycle to run effectively and to develop responsibility in children across the school.

More detailed information about how parents can support their child is provided in our parent booklet – A Guide to Supporting Your Child (see appendix), and through our parents information meetings.

Children are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

Responding to children and ensuring that homework is completed

Throughout the school when homework is taken in it is appropriately responded to by the class teacher. At times the response may take the form of peer assessment. This is something the school uses regularly throughout the school, tailored to different age ranges. It involves children discussing and evaluating their work with their peers and providing feedback to each other.

If there are problems completing activities as a regular occurrence then teachers will discuss the reasons with parents to agree a way forward in responding to this.

Special arrangements

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge.

Monitoring and Evaluation

In order to ensure that the policy directly contributes to the quality the provision of homework will be monitored. Parents will also be given opportunities to share their views with teachers at parent consultations and other occasions as appropriate.

The policy was developed in consultation with teaching staff.