



## Homework Policy



Document Control



<b>Organisation</b>	The Saints' Federation All Saints' C/W Primary School St David's Church in Wales Primary
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### Revision History

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Signed by Chair of Governors on behalf of the Governing Body

Signed by the Headteacher:

Date approved:

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Guided by our Christian values, we strive to promote a nurturing learning environment that values difference and enables all pupils to become happy and independent lifelong learners.

### **Our Ethos**

Learning together through fun, friendship and faith.

### **Our Mission / School Aims**

- To create a respectful community promoting compassion towards others.
- To nurture lasting friendships based on truth and trust.
- To encourage responsibility and foster positive attitudes.
- To strive for excellence in teaching and learning within all aspects of school life.
- To develop creative and independent thinkers who are happy and successful in an ever-changing world.

## **The Saints' Federation Homework Policy**

### **Aims of the Policy**

- to ensure consistency of approach throughout the school;
- to ensure progression towards independence and individual responsibility;
- to ensure the needs of the individual pupil are taken into account;
- to ensure parents/guardians have a clear understanding of the expectations placed on them, and the pupil, by the school;
- to improve the quality of the learning experience offered to pupils;
- to support the learning experience via reinforcement and revision;
- to provide opportunities for parents and pupils to work together to enjoy learning experiences;
- to encourage children to develop long-term strategies for future needs, in Year 5;
- to prepare children for transfer to secondary school;
- to extend learning opportunities for more able pupils by enabling them to take ownership over their learning.

Homework can be a useful way of consolidating and extending learning and is a regular example of home and school working together to support children's learning. In Year 5 and 6 it can be a very useful way to introduce children to the expectations of secondary education, where homework may be a daily requirement.

### **Examples of homework tasks given at The Saints' Federation**

- a reading book which is taken home each day for reading practice;
- exploring spelling patterns;
- over a period of time, learning multiplication tables – this usually begins in Year 2;
- to finish an account or story;
- to complete a drawing/design, which does not need any more class time devoted to it;
- to use notes or a simple framework of ideas to produce a piece of work;
- to complete an exercise which helps to consolidate some learning introduced in the classroom – “show me what you know about.....?”;
- to give the child(ren) more practice in a process or method learned in class;
- a piece of research – “what can you find out about .....?”;
- an activity – “make a chart of .....”;
- an observation – “keep a record over a few days of .....”;
- a pupil may decide to pursue further an interest from a topic/theme by using books or other sources at home, visiting a library, using a computer encyclopedia or making a model or diagram.

## **Types of Homework at The Saints' Federation**

National parental surveys have demonstrated that it is difficult to meet the expectations of *all* parents. Some parents feel that we give *too much homework*, some feel '*too little*'.

To combat this, we provide a number of homework options, and children/parents can decide how many to complete each week. There are important tasks such as spellings, times tables, mental math's and reading that we feel children should complete on a regular basis (we call these **compulsory homework tasks**); other homework tasks are **optional**.

Sometimes *creative homework* projects will be set which provide children with open-ended opportunities to produce vibrant and exciting projects on different topics.

### **We expect that parents will support their children by:**

- taking an active interest in their child's homework;
- encouraging them and praising their efforts;
- supporting them in particular tasks;
- helping them to devise strategies for remembering facts;
- supervising and enabling them to complete tasks;
- keeping in touch with the class teacher through the Home/School Diary;
- reminding them to hand in their homework on time;
- noting when a reasonable amount of time has been spent on a homework task and making the decision to stop, if necessary, before completion (and informing the class teacher of this decision).

### **As a school, we will ensure that we:**

- set tasks that are reasonable and matched to the pupils' needs;
- acknowledge completed homework and the effort required to complete tasks (e.g. with a signature, smiley face and/or comment) ;
- support and listen to parents who ask for our help.

## Homework Guidelines: Reception to Year 6

Year Group	Compulsory	Optional
<p style="text-align: center;">Reception</p>	<p><b>Reading – (10 mins daily)</b> Books to share and read at home, along with flashcards of sight words to work on alongside reading books.</p> <p>Parents should write comments in the home/school reading diary to update teachers of progress at home.</p> <p><b><i>Weekly Literacy, Numeracy or PSD tasks</i></b> – These are activities which will reinforce learning that has taken place in school.</p>	<p><b>Topic/Creative homework</b> – this is a topic based homework that children can complete in their preferred way.</p> <p><b>Creative homework</b> – this is a topic <b>This will be set once each term and displayed on class webpage/ Google Classroom</b></p>
<p style="text-align: center;">Year 1/ 2</p>	<p><b>Reading – (10 mins daily)</b> Children should be heard to read regularly at home – <i>Children may be given comprehension type activities to complete at home linked to their book.</i></p> <p><b>Handwriting, Phonics and/or Spellings</b> – (5 mins daily) Handwriting activities may be set to consolidate learning that has taken place in class. (5 mins daily) Spelling activities will be set, according to the children’s stage of development.</p>	<p><b>Topic Creative homework</b> – <i>this is a topic based homework that children can complete in their preferred way.</i> <b>This will be set once each term and displayed on class web pages.</b></p>

	<p><b>Math's</b> – (5 mins daily) activities will be set to enhance pupils' mental math's strategies.</p>	
Year 3/ 4	<p><b>Reading – (15 mins daily)</b> Children should be heard to read regularly.</p> <p><b>Handwriting, Phonics and/or Spellings</b> – (Yr 3 - 5 mins daily, Yr 4 – 10 mins daily) Spelling activities will be set, according to the children's stage of development.</p> <p><b>Math's</b> – (Yr 3 - 5 mins daily, Yr 4 – 10 mins daily) Activities will be set to enhance pupils' mental math's strategies.</p>	<p><b>Topic/ Creative homework</b> – <i>this is a topic based homework that children can complete in their preferred way.</i></p> <p><b><i>This will be set once each term and displayed on class web pages.</i></b></p>
Year 5/ 6	<p><b>Reading (20 mins daily)</b>– Children should still be heard to read regularly. Good reading habits should now have been formed.</p> <p><b>Math's (10 mins daily)</b>- Activities will be set to enhance pupils' mental math's strategies.</p> <p><b>Spellings</b>– Spelling activities will be set, according to the children's stage of development.</p>	<p><b>Topic/ Creative homework</b> – <i>this is a topic based homework that children can complete in their preferred way.</i></p> <p><b><i>This will be set once each term and displayed on class web pages.</i></b></p>

### Parental Support

At all levels of homework, a brief written comment, or even a tick with a date can indicate that parents or an older family member have supported the child in a homework task. It may simply be that a parent has heard a child read. It is very helpful to the class teacher when this is done regularly.

### Communication

Details of each class' homework expectations will be detailed on the class pages on the school website.

The homework priorities at The Saints' Federation are:

- numeracy: mental math's / times tables / problem solving;
- literacy: reading /phonics / spellings;
- topic/creative: to allow children with different talents to excel.

### **Curriculum Topic Maps for Parents**

All classes follow topics each term, which involve several areas of the curriculum. To help parents and children get more from their wider curriculum study, the class teacher will provide a curriculum map for parents on a termly basis. It is important to note that information contained in the curriculum maps is subject to change at any time according to the learning needs of the pupils.

### **Assessment**

- To be fair to children who may not be able to have help from their families, homework will be evaluated, and credit given for effort, but it will not form part of any formal assessment process within school.
- However, regular homework tasks, such as learning multiplication tables, may help children to perform at a higher level in formal assessments carried out in school.
- Liaison between parents and the school in Nursery / Reception will help to inform the Foundation Phase Baseline assessment process.

### **Equality Statement**

At The Saints' Federation, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics: Further characteristics can be located at Your rights under the Equality Act 2010.

- sexual orientation
- gender reassignment
- pregnancy or maternity
- religion or belief

The use of stereotypes under any of the above headings will always be challenged.

### **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.



