



**St James's C of E
Primary School**

Faith Friendship Fulfilment

Homework Policy

Ratified on: Thursday 9th May 2024

Ratified by: Matt Loftus

Review date: May 2025

Written by: Natalie Sefton

St James's C.E Primary School

Homework Policy

Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework will be set regularly using planners and homework books. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Why do we provide homework?

Homework is regarded as being a very important part of a child's education and can add much to a child's development. Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed, we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one way in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. 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 wide range of out-of-school clubs and organisations that play an important part in the lives of many children.

We understand that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experience and opportunities that are available outside of school.

Aims and objectives

The aims and objectives of homework are:

- To enable pupils to make maximum progress in their academic and social developments
- To help pupils develop the skills of an independent learner
- To promote a partnership between home and school in supporting each child's learning
- To supplement key aspects of the curriculum
- To provide additional educational experiences
- To consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons
- To help children develop good work habits for the future.
- Preparation for topics to be taught

Types of homework

Our main focus in setting homework is to improve basic skills for our pupils. We focus predominantly on the following:

1. Reading- A fundamental skill to improve all areas of English. We encourage parents to read daily with their children and record this in the planner.
2. Spellings- Pupils are given new words each week and are asked to practise in readiness for their test the following week. Parents and carers will be able to see how their child performed by checking the completed tests when they are returned home. In Early Years, children are asked to focus on their High Frequency Words.
3. Times tables- The building block for mathematical development. Children will come home with a test that they will be asked to practise and then the test taken will be sent home so that families can see how their child has performed in school.
4. Basic number skills practise through either the Century website or the White Rose maths app.

Phase	Compulsory Homework expectations
Early Years	<ul style="list-style-type: none"> • Reading a minimum of 3 times per week • Tricky words or any High Frequency words the child needs support with will be sent home <p><i>Optional Learning:</i> White Rose maths app Handy hints sent home electronically fortnightly</p>
Key Stage One	<p>Year 1</p> <ul style="list-style-type: none"> • Reading a minimum of 3 times per week • Spellings: Year one children will be tested weekly with the new test being sent home a week in advance <p><i>Optional Learning:</i> White Rose maths app</p> <p>Year 2</p> <ul style="list-style-type: none"> • Reading a minimum of 3 times per week • Spellings: Year two children will be tested weekly with the new test being sent home a week in advance • Times table tests- Test sent home to practise in advance, the actual test sent home for families to see how they got on <p><i>Optional Learning:</i> Putting spelling words into sentences Times Tables Rock Stars (TTRS) White Rose maths app</p>
Key Stage Two	<p>Year 3:</p> <ul style="list-style-type: none"> • Reading a minimum of 3 times per week • Spellings placed into sentences. Children will be tested weekly with the test being sent home for families to see how they got on • Times table tests- Test sent home to practise in advance, the actual test sent home for families to see how they got on <p><i>Optional Learning:</i> White Rose maths app Times Tables Rock Stars (TTRS)</p>

	<p>Year 4</p> <ul style="list-style-type: none"> • Reading a minimum of 3 times per week • Spellings placed into sentences. Children will be tested weekly, with the test being sent home for families to see how they got on • 2 maths nuggets to be completed on Century OR time spent on Multiplication Check as specified by class teacher • Times table tests- Test sent home to practise in advance, the actual test sent home for families to see how they got on <p><i>Optional Learning:</i> <i>White Rose maths app</i> <i>Times Tables Rock Stars (TTRS)</i></p> <p>Year 5 and 6:</p> <ul style="list-style-type: none"> • Reading a minimum of 3 times per week • Spellings placed into sentences. Children will be tested weekly, with the test being sent home for families to see how they got on • 2 maths nuggets to be completed on Century • Times table tests- Test sent home to practise in advance, the actual test sent home for families to see how they got on <p><i>Optional Learning:</i> <i>SATS revision as specified by teacher</i> <i>White Rose maths app</i> <i>Times Tables Rock Stars (TTRS)</i></p>
--	--

We ask families to let staff know if their child is struggling with the set homework, so that staff can provide additional support.

In Years 5 and 6, where any compulsory homework is not completed in time, the children will be given an opportunity to complete it during the school day. This is in preparation for pupils' transition to secondary school.

Pupils with special educational needs

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. If a child has special needs we endeavour to adapt any task set so that all children can contribute in a positive way.

The role of parents/carers

Parents/Carers have a vital role to play in their child's education, and homework is an important part of this process. We ask families to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents/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. Parents are given the opportunity to record their comments about each completed task in the planners.

If parents have any problems or questions about homework, they should in the first instance contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher.

Monitoring and review

It is the responsibility of our Governing Body to agree and then monitor the school homework policy. Parents complete a questionnaire during the school's Parents' Evenings and our Governing Body pays careful consideration to any concern that is raised.

This policy will be reviewed every three years or earlier if necessary.