

St Charles Catholic Voluntary Academy



Homework Policy

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Homework Policy

Introduction

This document is a statement of the aims, principles and strategies for homework in our school. St Charles' we are **ambitious, striving for excellence** and **ensuring every child has the opportunity and life experiences** to '**Belong, Believe and Blossom**'. Post Pandemic we now have a heightened sense of urgency to ensure the Recovery Curriculum is implemented fully, learning components are identified and gaps in learning are rapidly addressed. Alongside, first quality teaching, targeted interventions and the use of homework, having a tiered approach can deliver support and improvements in learning outcomes for our pupils.

Definition

Homework refers to any work or activities which pupils are asked to do outside lesson time.

Purposes

The purpose of homework changes as children get older.

The key purpose is to provide opportunities for children to develop the skills of independent learning and this should increasingly become the main purpose. It is important that children gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own, as well as organising themselves to complete tasks on time.

The aims of homework are to:

- *Involve parents in supporting their children's learning*
- Develop an effective partnership between the school and parents and other carers.
- Consolidate and reinforce skills and understanding, particularly in English and maths.

Questions to ask

School staff will need to consider

- What is appropriate for all pupils, especially those with **SEND**
- Who should ensure that homework demands on pupils are consistent and manageable
- How to encourage pupils to value homework
- How to involve pupils effectively in the process
- How to monitor and record the setting and completion of homework tasks
- What facilities can be made available for homework

- What systems for monitoring and evaluating both the whole school and individual subject policies would be appropriate
- How much time for homework should be required, bearing in mind the governments recognition that other activities, such as extra-curricular sport and music, are also *important in supporting pupils' studies*

Monitoring and evaluation

The implementation of the homework policy will be monitored and evaluated in school by the Headteacher and SLT.

Conclusion

We believe that regular provision of well thought out topics, with pupil choice where appropriate, *homework will both support and consolidate children's learning.*

Special Educational Needs

Setting the right amount of homework for children with **SEND is not always easy**. Some children may benefit from special tasks separate from homework set for the other children but it is important that these children have as much in common with the other children as possible. Our staff are highly skilled and effective in delivering bespoke homework which is differentiated and *bespoke to the pupil's needs*. Setting appropriate homework, which does not demand too much or too little of those children, or their parents, needs close co-ordination between class teachers and **SENCO**.

Tasks should:

- Have clear time guide lines
- Give plenty of opportunities for pupils to succeed
- Help develop social as well as other skills where necessary
- Be manageable for teachers

The role of the school and teacher

Each class teacher is responsible for setting and assessing homework. The demands of the homework must be manageable on a day-to-day basis. The demands of homework on pupils must be even and balanced as possible.

The role of parents and carers.

Parents and carers should provide a reasonably peaceful and suitable place for children to complete their homework.

When children are younger, then the adult needs to be available during the homework time to support and help. Parents and carers should be encouraged to become actively involved in joint homework activities.

As children grow older then they are expected to work, at times, more independently, without adult help, but all children have a need for support and encouragement.

Parents should make it clear that they value homework and support the school in explaining how it can help their learning. Parents should also praise their children for completing homework tasks.

Effective homework

All available evidence suggests that homework is most effective when:

- Homework tasks are structured and their purpose explained to pupils
- There is a consistent approach across the school
- Homework is given regularly so that everyone knows what to expect each week
- Pupils and parents/carers are clear about what they need to know
- There are high expectations
- Pupils receive clear feedback
- Homework policies are monitored and evaluated
- Extend school learning, for example, through additional reading
- Encourage pupils, as they get older, to develop the confidence and self-discipline needed to study on their own, and prepare them for the requirements of secondary school
- Opportunities to complete are given within school time- Homework club and during wrap around care.

We will achieve these aims by:

- Providing homework for children suited to their age and ability and differentiated to build *upon a child's current learning*
- Provide homework on a consistent basis, on agreed days and with a reasonable timescale to complete
- Outline what constitutes the core of homework-regular practice such as reading books, learning spellings and tables
- Provide study support facilities for completing homework

By developing a whole school policy the following principles will be ensured:

- A consistent approach throughout school
- Progression towards independence and individual responsibility
- The needs of the individual child are taken into account
- Parents/carers have a clear understanding about expectations from themselves and the pupil
- Improvement in the quality of learning experience offered to pupils
- Extended and supported learning experience via reinforcement and revision
- Opportunities for parents, pupils and school to work together in partnership
- Encouragement for children to develop long term strategies for future needs
- At year 6, to prepare children for transfer

The type and amount of homework appropriate at different stages

The main focus will be on English and maths however, a variety of other subjects will be covered throughout the year. Homework does not always mean a formal exercises carried out without help from an adult. Particularly in the case of younger children, it is the involvement of *parents/carers in joint activities, which can be brief, which is most valuable in promoting children's learning.*

Seesaw

In the main, homework will be provided via seesaw. Homework will be assigned on a Friday and is expected to be completed by the following Friday. Homework will be English and/or maths based around skills that the children have been working on in the week that need consolidation or revision.

Times table Rockstars

Regular practice using TTRS is advised for consolidation and speed of recalling times tables.

Reading

Regular reading is vital. Pupils should read every night from Reception up to Year 6 and beyond. *St Charles' Catholic Voluntary School is a reading school, where pupils love to read.*

All primary children should either read to their parents, listen to them read, or, if they are fluent readers, read on their own for at **least 20 minutes every day – Mon-Fri.**

Spelling

Children will learn their weekly spellings and this may also include spelling activities and putting the words into context.

In addition to these regular activities, children will be set topic based learning. These will be set towards the end of a topic ready for a new topic to start. These projects will allow the children to demonstrate a range of skills and give them freedom in how they respond to their learning.

Learning projects will be celebrated in class, giving children an opportunity to learn from their peers and share their learning. For example, if the children are learning about the Stone Age and they are asked to build a Stone Age house they will be drawing upon their, artistic, DT, historic or scientific skills to achieve an end product

When will homework go out and be collected?

Homework will be set on a Friday to be completed by the following Friday.

The role of the parent

The role of the parent is to support the school in implementing *the school's Homework Policy and ensure pupils are able to complete their homework out of school hours. Parental engagement is essential in ensuring the school's Homework Policy is effective.* Parents can support the school by hearing pupils read every night and writing in Home school diaries and ensuring homework by the pupils is completed.

Supporting Homework

The school provides lunchtime homework clubs and homework/reading support during wrap around care, which includes Breakfast and After School Club. If your child is unable to complete their homework within a **7 day period, please can a letter be sent into school, to explain the reason why homework has not been completed by this time.**

Recommended time allocation

The precise amount of time spent on homework is not as important as the quality of the tasks set and the way they support learning. Broad expectations about the time children might reasonably spend on homework provides a useful framework and discipline for school and parents.

Years	Time allocation	Activities
Reception, Year 1 & 2	1-1.5 hour per week	Reading, spelling, TTRS and other English and maths work plus topic work as needed.
Years 3 & 4	1.5 hours per week	Reading, spelling, TTRS and other English and maths work plus topic work as needed.

Year 5 & 6	2 hours per week	Reading, spelling, TTRS and other English and maths work plus topic work as needed.
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This Policy works in conjunction with the following:

Effective Marking and Feedback Policy

SEND Report and SEND Policy

Home School Agreement

Equality Act 2010

Equalities Policy Statement

Behaviour Policy