



St Mary & St John

Church of England Voluntary Aided Primary School

Homework Policy

MISSION STATEMENT

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England, which includes respecting other faiths, and in partnership with the church at parish and diocesan level.

The school aims to serve the communities of North and South Luffenham, Barrowden, Lyndon, Morcott and Wakerley by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

INTRODUCTION

This policy has been reviewed after consultation with parents, staff and governors.

At St. St Mary & St John we recognise the vital role parents play in the education of their children. We believe that this policy will be successful if an effective partnership between the school and parents is developed. By working collaboratively we can pursue the aims of the school and the development of each individual child.

We believe homework should be used effectively to:

- consolidate and reinforce skills and understanding across the curriculum, particularly in English and Mathematics
- extend what is learned in school, for example through additional reading and research
- help raise the level of achievement of individual pupils
- provide opportunities for parents and children to work together, thereby fostering an effective partnership between home and school
- encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school

Our school expects parents will be willing and able to give their active support to ensure that work done at home is completed conscientiously and in the best possible conditions.

Our school expects that children will feel a sense of personal satisfaction in a task completed well and to the best of their ability and that their efforts will be recognised and praised both at home and at school.

At St Mary & St John we recognise that all children need leisure time and hope that our policy reflects a balance, so children can extend and consolidate their learning with parental support while still allowing 'down time' and time to pursue out-of-school activities, e.g. swimming, ballet, Beavers, Brownies, music lessons etc.

Children attending peripatetic music lessons are also expected to practise in their own time. A breakdown of how homework is structured is provided below. The amount and types of homework will vary for different year groups and will be adapted appropriately for pupils with

special educational needs. Homework will encompass all curriculum areas and learning styles. This structure has been designed to encourage a gradual progression of skills and expectation, so by the time children reach Year 6 they have established a clear routine in preparation for secondary school. Most of the homework is provided for completion over the course of a week or term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables and spellings are proven to be better when completed in shorter daily sessions.

- Key Stage Two pupils will be issued with a termly programme from which they will select one open-ended activity each week (some will be compulsory).
- Additionally, pupils will be given mathematics to support the current learning in class.
- Homework will be set on a Monday for completion and handing in by the following Monday. This provides pupils/families with the option of completing it on weekdays or using the weekend.
- Homework will be posted on the class page of the school website.
- Parental feedback is welcomed on completed homework.

Approximate time to be spent on homework per week Monday - Friday (as a guide)

EYFS: 10 minutes reading/story and then as required

KS1: 20 minutes daily plus 1hour on termly set cross-curricular piece(s)

Lower KS2: 20 minutes daily plus 20 minutes on maths and 45 minutes on the cross curricular work


Upper KS2: 25 minutes daily plus 20 minutes on maths and 50 - 60 minutes on the cross curricular work

		Reading for fluency and accuracy, plus questioning on comprehension	Spellings and spelling rules	1) Number bonds / multiplication tables and corresponding division facts 2) Maths homework sheet	Cross-curricular work
EYFS	Reception	Sharing/discussing a story and when appropriate, daily to an adult	When appropriate, daily phonics practice	When appropriate, daily counting/ number bonds	Occasional, dependent on topic
Key Stage One	Year 1	Minimum of 10 minutes per day to an adult	Minimum of 5 minutes per day	Number bonds + Minimum of 5 minutes per day	One set piece per term Occasional extras dependent on topic
	Year 2	Minimum of 10 minutes per day to an adult	Minimum of 5 minutes per day	Minimum of 5 minutes per day Homework sheet	Two set pieces per term Occasional extras dependent on topic
Lower Key Stage Two	Year 3	Minimum of 10 minutes per day to an adult	Minimum of 5 minutes per day	Minimum of 5 minutes per day Homework sheet	Weekly: one open-ended activity from a termly programme, plus maths
	Year 4	Minimum of 10 minutes per day to an adult	Minimum of 5 minutes per day	Minimum of 5 minutes per day Homework sheet	Weekly: one open-ended activity from a termly programme, plus maths
Upper Key Stage Two	Year 5	Minimum of 15 minutes per day 4 x independent 3 x to an adult	Minimum of 5 minutes per day	Minimum of 5 minutes per day Homework sheet	Weekly: one open-ended activity from a termly programme, plus maths
	Year 6	Minimum of 15 minutes per day 4 x independent 3 x to an adult	Minimum of 5 minutes per day	Minimum of 5 minutes per day Homework sheet	Weekly: one open-ended activity from a termly programme, plus maths SATs revision

Role of the Governing Body	<p>The Governing Body has:</p> <ul style="list-style-type: none"> delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy; nominated a governor(s) to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body; responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Headteacher	<p>The Headteacher will:</p> <ul style="list-style-type: none"> promote this policy by raising its status and importance; ensure that homework is built into teachers planning; provide supportive guidance for parents; keep up to date with new developments with regard to homework; monitor and evaluate this policy
Role of the Teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> integrate homework into their planning; set interesting tasks or activities; set homework appropriate to each child; explain when, what and how the work is to be done so that each child clearly understands; provide feedback in line with the marking and feedback policy
Role of Parents/Carers	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> praise the value of homework to their children; provide a suitable space in their home where their children can concentrate on their homework; establish a homework routine such as no television; provide materials pens, pencils etc.; go through the homework before their child starts and discuss the completed work when finished; make the experience pleasurable; find time to work with their child or be at hand if a problem arises; discuss, encourage and praise their child's efforts; contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it; contribute to school evaluation so the school can monitor and evaluate its effectiveness
Role of Children	<p>Children are asked to:</p> <ul style="list-style-type: none"> have a go at all their homework activities; take pride in the presentation of their work; complete homework to the best of their abilities and hand it in on time; listen carefully in class to make sure they understand what is asked of them; complete their homework using appropriate writing materials; make sure they get feedback on their homework; contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate; highlight to the School Council any ideas they may have about homework
Feedback	<p>All children to receive prompt feedback on their homework in a variety of forms such as:</p> <ul style="list-style-type: none"> verbal; written; class discussion; praise and recognition using the school's rewards system <p>Parents are asked to:</p> <ul style="list-style-type: none"> jointly mark the maths homework with their child and discuss (KS2 only); give teachers any feedback they feel might be useful; encourage their children to talk about the feedback they have received; contact the school if they have any concerns

MONITORING THE EFFECTIVENESS OF THE POLICY

The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the Governors.

Date Created/Reviewed	Scheduled Date Of Next Review
May 2014	May 2015
This policy has been formally adopted by the Governing Body of St Mary & St John C.E.V.A. Primary School	
Signed on behalf of The Governing Body:	Date: 20 May 2014
Signed Headteacher: 	Date: 20 May 2014