St Augustine's Catholic Primary School

Homework Policy

Approved by: Learning & Achievement Governors Board **Date:** November 2023

Last reviewed on: October 2022

Next review due by: November 2025

This policy document should be considered in the light of our school Mission Statement which outlines all that underpins our work at St. Augustine's:

School Mission Statement

At the heart of our Catholic faith, we pursue the truth and strive for excellence. The more we recognise and appreciate the beauty and goodness in ourselves and others, the more we come to recognise God.

At St Augustine's School, we share the Light of Christ with each other and feel a sense of belonging to the family of the Church.

Our school is a place of order, stability, tolerance and love, where we foster good relationships between home, school, parish, local and wider community.

Together we will make this school a place where everyone is nurtured, supported and valued while being circled by God's love.

When God's love enters our hearts, we grow in wisdom and understanding.

1 Introduction

1.1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

2 Rationale for homework

2.1 Homework is a very important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

2.2 Homework plays a positive role in raising a child's level of attainment. However, 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 activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

3 Aims and objectives

3.1 The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

4 Types of homework

4.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.

4.2 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we give children books to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings as part of their homework. In Year 2, children will begin regular written homework during the second part of the autumn term. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we

ask children to study a topic, or to research a particular subject, we encourage them to use the local library as well as the Internet.

4.3 At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 4.2, but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to revise for examinations, as well as to ensure that prior learning has been understood.

4.4 Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

4.5 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

5 Amount of homework

5.1 As they move through the school, we increase the amount of homework that we give the children. We expect all children to read for 15 to 20 minutes each night (please see Home School Reading Policy). Your child's class teacher will provide you with more information on homework routines

5.2 We give pupils in Year 4, 5 and 6 a diary in which the homework is recorded.

6 Inclusion and homework

6.1 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, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs) and differentiate the homework accordingly. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

7 The role of parents and carers

7.1 Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and 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.

7.2 We ask parents and carers to check and sign their child's homework. Please do not make any comments on written homework, as the teacher must be able to mark it and add comments as required.

7.3 If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher.

8 Use of ICT

8.1 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing

something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Parents or carers are advised always to supervise their child's access to the Internet.

Summary of homework throughout the school

Year R : Daily Reading and sight vocabulary

Year 1: Daily Reading; spellings in summer term

Year 2: Daily Reading; spellings from autumn half term; literacy/numeracy activities from autumn half term

Year 3: Daily Reading; spellings; weekly literacy and numeracy activities; topic work

Year 4: Daily Reading; spellings; weekly literacy and numeracy activities; topic work

Year 5: Daily Reading; spellings; weekly literacy and numeracy activities; topic work

Year 6: Daily Reading; spellings; weekly literacy and numeracy activities; topic work

9 Monitoring and review

9.1 It is the responsibility of the Senior Leadership Team and our governing body to monitor the school homework policy.

9.3 This policy will be reviewed in two years, or earlier if necessary