

St. Teresa's Catholic Primary School



Homework Policy

September 2022

Head Teacher: Mr V Turner

Requests for copies - If a signed paper copy of this policy is requested, the school office will provide this free of charge.

ST TERESA'S CATHOLIC PRIMARY SCHOOL HOMEWORK POLICY

Rationale

Homework is defined as work set by the teacher to be done at home, either by the child alone or with the support of an older sibling, parent or carer. The main focus of homework will be maths and English activities, with occasional tasks to extend and enhance learning across the curriculum.

The Education Endowment Fund (EEF) research emphasises that the quality of the task is more important than the quantity of homework. The quantity of homework a pupil does is not so important therefore short focused tasks which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework

The school is of the opinion that homework is important since it consolidates learning, deepens understanding and prepares pupils well for work to come. A recent parental survey indicates that parents share our vision about the importance of homework and results have been used to support our policy. Homework encourages parental involvement in children's learning but also helps to develop independence. However, it is important to remember and make it known to parents, that when a child has worked for a full day in school, he/she may not respond positively to having large amounts of homework so time limits may need to be set.

Homework will involve some or all of the following activities:

- Reading: independent or shared, with possible activities to reinforce comprehension and understanding of texts as children progress through school.
- Spellings and vocabulary: learning sounds and spellings; activities to apply spelling rules and patterns to.
- Short, focused grammar and punctuation tasks
- Learning number facts/key mathematical recall facts and practice of calculation, including problem solving (multiplication tables, number bonds, etc..).
- Other tasks to extend work done in class, including topic-based work.

The nature, type and amount of homework will vary according to the age and ability of the pupil.

Aims

We appreciate how important the links between home and school are, and the need for us to work together to ensure a good education for all children. It is for this reason that we believe that it is important that children have homework set that will support learning within the classroom. Homework will be carefully planned to extend learning, enhance and reinforce skills and understanding, and allow children to consolidate and improve their skills further. We aim to:

- Ensure a consistent approach throughout the school
- Ensure progression towards independence and meeting age related objectives
- Ensure the needs of the individual are taken into account
- Ensure that parents/carers understand our expectations of them
- Improve the quality of learning experiences offered to the children
- Extend and support learning
- Provide opportunities for parents, children and the school to work in partnership
- Provide opportunities for children and parents to share learning experiences
- Encourage children to develop long term strategies for future needs
- Ensure our children by the end of Year Six are secondary ready

Homework Expectations

The table below gives a summary of homework for children in each year group. All English and Maths homework should be completed each week. The final column is an optional task for children or parents who would like additional homework. All work will be acknowledged using the school feedback policy and feedback will be given either verbally, self/peer marked or through teacher response. All homework will be acknowledged by the class teacher.

Year Group	English Homework	Maths Homework	Other/optional
Rec	<ul style="list-style-type: none"> • Daily reading (10 minutes) • Practice phonics sounds using flashcards at least x3 weekly • Weekly spellings linked to phonics (summer term). 		Talk Time Task (Show and Tell)
Year 1	<ul style="list-style-type: none"> • Daily reading (10 minutes) • Phonics tasks linked to sounds taught. • Weekly spellings linked to phonics 	<ul style="list-style-type: none"> • Weekly maths task from key recall facts. 	Optional topic related tasks from homework menu or website list.
Year 2	<ul style="list-style-type: none"> • Daily reading (10/15 minutes) • Weekly spellings on Edshed • Weekly spag activity 	<ul style="list-style-type: none"> • Weekly maths activity from key skills. 	Optional topic related tasks from homework menu or website list.
Year 3	<ul style="list-style-type: none"> • Daily reading (15/20minutes) • Weekly spellings on Edshed • Weekly key spag skills 	<ul style="list-style-type: none"> • Weekly timetables online. • Weekly maths task relating to key skills. 	Optional topic related tasks from homework menu or website list.
Year 4	<ul style="list-style-type: none"> • Daily reading (15/20minutes) • Weekly spellings on Edshed • Weekly key spag skills 	<ul style="list-style-type: none"> • 3 times per week Times tables online. • Times tables worksheet • Weekly key recall facts 	Optional topic related tasks from homework menu or website list.
Year 5	<ul style="list-style-type: none"> • Daily reading (20 minutes) • Weekly reading journal task • Weekly spellings on Edshed • Up to 10 Spelling, grammar and punctuation questions. 	<ul style="list-style-type: none"> • Up to 10 Arithmetic questions • Weekly Timetables work online. 	Optional topic related tasks from homework menu or website list.
Year 6	<ul style="list-style-type: none"> • Daily reading (20 minutes) • Weekly reading journal task • Weekly spellings on Edshed • Up to 10 Spelling, grammar and punctuation questions. • SATs revision 	<ul style="list-style-type: none"> • Up to 10 Arithmetic questions • Weekly Timetables work online. • SATs revision 	Optional topic related tasks from homework menu or website list.

For children to make the most progress reading, spelling and multiplication/division facts need to be practised frequently. All homework will be distributed on a Thursday or Friday and collected back in the following Thursday or Friday.

Reading

Research shows that early reading is the gateway to accessing the wider curriculum, and an enjoyment of reading not only increases vocabulary, broadens knowledge and deepens an understanding of cultures, but there is also strong evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

Reading should therefore be carried out daily and the reading diary should be signed by a parent at least three times per week. Children must read their school reading book at least three times during the week but the other reading sessions should focus on the child's enjoyment of reading and they can choose a book, comic, newspaper article, website, leaflet etc. of their choice. We would not expect considerable amounts to be written in a diary, just a simple comment as to how the child has read or a signature will suffice if the parent/carer does not wish to make a comment. Key Stage Two Children can write the comment themselves however this still must be signed by a parent/carer afterwards.

A booklet and list of ideas suggesting reading activities will be provided at the beginning of the year and this will help parents to assist their children in reading and help children gain the most out of their reading experiences. Parents should take the time to talk about the book with their child and carry out some of the suggested questions or activities. Children will receive new books when it is evident that they have read their previous ones and show a good understanding of the content of the book.

Spellings

The school uses Spelling Shed ([Spelling Shed - Spelling Shed - The Science of Spelling](#)) as a spelling scheme and homework will be set online. All children will receive their login details at the beginning of the school year. Spellings will be given out on a weekly basis and they will follow spelling patterns which match national expectations for that year group. In some circumstances, a child may receive spellings differentiated for their ability. There will be a minimum of 8 spellings and a maximum of 12 as the children progress through the school. The children will be tested on their spellings each week on a Friday. Spellings for the week are also taught in class

Phonics

Reception and Year One pupils will receive phonics cards and harder to read and spell word cards based upon the sounds and words they have been learning. It is important to embed and perfect phonics in the early stages of primary school as it is the building blocks to reading, writing and spelling.

Times Tables

Learning the key multiplication and division facts associated with times tables aid all areas of mathematical learning. Research shows that if children are competent with regards to these facts they achieve better within maths. Children will be given a maths task linked to times tables from Year One upwards working on the times table which is their current target. Once they have perfected this, they will move onto the next times table in difficulty (please note the level of difficulty does not progress in consecutive order). In addition to this, pupils from Year 2 upwards will be expected to spend some sessions per week on Maths Shed, an online game purchased through the school.

Additional/Optional Tasks

We realise that some children and parents may feel that they would like to extend learning experiences in the home or complete further challenging homework. We will therefore also provide additional, optional homework. This homework will either be in the format of a menu of topic related activities or a list of appropriate websites where the children can complete extra challenges.

Setting and Recording of Homework

The school will set homework using an online platform (Seesaw) but also provide opportunities for pupils to record homework in written format. All children will receive a homework book or folder, where they can record their homework and then upload any evidence to Seesaw to be acknowledged. Printed copies of homework may be sent home, if requested. Spellings and Times tables homework will be set using online learning programmes such as Spelling Shed, Maths Shed or Purple Mash. These can be easily monitored by the teacher and parent survey responses to these online learning platforms have been positive.

Difficulties with Homework

Children should be encouraged to discuss any problems they are having with their teacher. It is not acceptable for children to struggle excessively, causing upset at home. Obtaining parental support is of paramount importance. We give the children five to six nights (plus a weekend) to complete their homework so they have ample time to seek adult support at school if needed

If a child does not complete their homework on more than three occasions teachers will consult the child's parent to inform them and provide support if necessary.

Homework will:

- Increase as children get older
- Be relevant to the class work
- Be predominately based on basic skills
- Be encouraged by a positive approach
- Encourage parents to support their children's work by providing where possible a quiet, undisturbed environment
- Be acknowledged by the class teacher/team member if handed in on time
- Not necessarily be written work
- Consolidate and build upon any previous learning

Following these guidelines will help children to develop independence, realise their full potential and prepare them for the next stage in their education. Although there is no legal requirement to have a Homework Policy, the guidelines have been drawn up in line with recommendations.