

St Nicholas Catholic Primary School



Homework Policy

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Mission Statement

St Nicholas School is a welcoming Catholic community where together, we pray, live and learn with Jesus Christ

Purposes of homework

At St Nicholas, the main purposes of homework are to:

- develop an effective partnership between the school and parents
- enthuse children about learning
- help parents know what their children are doing at school
- consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- 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 to prepare them for the requirements of secondary school

We aim to do this by ensuring:

- consistency of approach throughout the school;
- progression towards independence and individual responsibility;
- the needs of the individual pupil are taken into account;
- parents have a clear understanding about expectations from themselves and the pupil;
- quality of learning experience offered to pupils;
- opportunities for parents, pupils and school to work in partnership;
- opportunities for parents and pupils to work together to enjoy learning experiences;
- children develop long term strategies for future needs;
- children are prepared for transition to secondary school

Key Skills

We believe that daily practice in the following key areas is essential:

- ✓ Reading - every night. Younger and less confident children should read aloud to an adult. All children benefit from sharing a book with an adult or being read to.
- ✓ Talk - making time for quality talk with your child is vital and helps to develop and extend vocabulary and create a *writing voice*.
- ✓ Number work - practising number bonds and learning tables through games

Setting homework across the age range

Key Stage 1

For children in Key Stage 1, developing a partnership with parents and involving them actively in children's learning is the key purpose and the activities children do at home may not be described by schools as homework. Short activities of different kinds including simple games, learning spellings and number facts and, of course, reading together provide a very important opportunity for young children to discuss what they are learning about to an interested adult. This also serves as practice for key skills in a supportive environment.

Key Stage 2

As children get older, homework provides an opportunity for children to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time to study on their own. By the time children reach Year 6, their homework programme covers a wide range of tasks and curriculum content, with a regular weekly schedule. This approach benefits their learning and also ensures that, in relation to homework as much as to other aspects, their transition to secondary school is as smooth as possible.

Homework timetable

It is the responsibility of the class teacher to determine the homework days for their class as it builds on and links into learning taking place at school. This timetable is communicated to parents through the half-termly class newsletter. The following table shows the progression of homework activities set across the school.

Class	Homework	Time (approx)
R	Reading books sent home 3 times per week - reading every night. Words and sounds to be read every night. Games, rhymes and songs which reinforce counting and number skills. Children asked to find things out/ bring things in from home. Talking with your children. Parent contribution to the Learning Journals - half-termly.	Up to 1 hour per week.
Y1	Reading books sent home 3 times per week - reading every night. Weekend Book - writing Mental arithmetic activities - age appropriate number bonds and facts including tables. Weekly spellings linked to phonics/ high frequency words Informal homework - finding things out from home.	1 hour per week
Y2	Reading books sent home 3 times per week, reading every night. 1 piece of formal homework per week. Weekly spellings - assessed. Mental arithmetic activities - age appropriate number bonds and facts including tables. Informal homework - finding things out from home.	1-1.5 hours per week
Y3	Reading books sent home 3 times per week, reading every night. Weekly spellings - assessed. One piece of literacy-based, one of numeracy every week. Mental arithmetic activities - age appropriate number bonds and facts including tables. Research for topics being studied at school.	1.5 hours per week
Y4	Reading every night. Weekly spellings assessed. One piece of literacy-based, one of numeracy every week. Mental arithmetic activities - age appropriate number bonds and facts including tables. Research for topics being studied at school.	1.5 hours per week
Y5	Reading every night. Weekly spellings -assessed. One piece of literacy-based, one of numeracy every week. Mental arithmetic activities - age appropriate number bonds and facts including tables. Research for topics being studied at school.	2-2.5 hours per week
Y6	Reading every night. Weekly spellings - assessed. One piece of literacy-based, one of numeracy every week. Mental arithmetic activities - age appropriate number bonds and facts including tables. Research for topics being studied at school. Practise SATs papers are set for some of the school holidays.	2-2.5 hours per week

Project work

In addition to this, and to encourage independent study skills, children from Year 2 onwards are expected to complete a project related to a class topic at least once during the school year. The final outcome of this will reflect the child's preferred learning styles.

The use of ICT - MyMaths

The school subscribes to this online learning resource for maths and this is often the set homework for Key Stage 2 children. Children will need access to the internet and a code to log in to the website - this will be provided by the class teacher.

The role of parents

Parents have a key role in supporting the completion of homework and are encouraged to provide a quiet and comfortable place for their children to work in. The school recognises that younger children may need more help with tasks set but homework should always be the child's own work. Research has shown that children who are supported at home with their learning make significantly better progress than their peers.

Marking and feedback

Homework is recorded and kept in folders in class. Work is marked promptly and returned to children with appropriate feedback. Homework diaries are introduced informally in Year 3 and are formally monitored from the beginning of Year 5.

Completion of homework

The school views homework as part of the curriculum so, if it is not done, children may have to stay in at break time to complete it. Parents are expected to support this. If homework is not given in on a regular basis, parents are invited to discuss this with the class teacher.

Inclusion statement

All children are given homework activities matched to their ability regardless of gender, race or disability and all work is marked on merit, according to each child's ability. The range of homework activities provides opportunities for children with differing learning styles and talents to succeed.

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