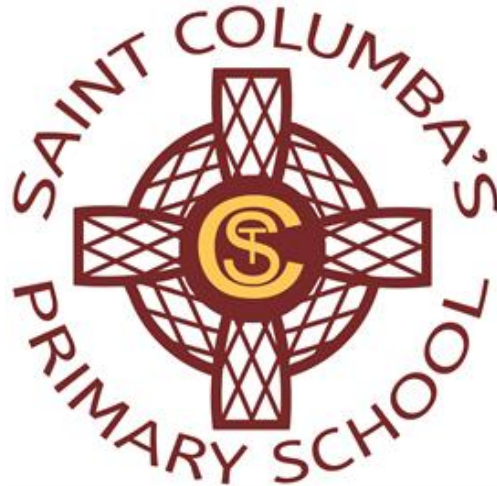


St. Columba's Roman Catholic Primary School

Head Teacher: Mrs. C. Jordan



Homework Policy

This Policy was ratified by St. Columba's Governing Body in Autumn 2017

Signed by the Head Teacher: *Mrs C Jordan*

Signed by the Chair of Governors: *Mr. P. Dinsley*

Date of next review: Autumn 2019

This policy will be reviewed sooner if deemed necessary. All staff and governors will be consulted as to its effectiveness as part of the review process

Requests for copies

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

Our Philosophy

At St. Columba's homework is given to pupils by their teachers to be completed outside of school lessons. Common homework activities in most primary schools tend to be reading or practising spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests.

The Education Endowment Foundation (EEF) have completed much research into the benefits of homework. They state:

“It is certainly the case that schools whose pupils do homework tend to be more successful. However it is not clear whether use of homework is a reason for this success. A number of reviews and meta-analyses have explored this issue. There is stronger evidence that it is helpful at secondary level, but there is much less evidence of benefit at primary level. The quality of the task set appears to be more important than the quantity of work required from the pupil.”

The EEF summarise that overall, *homework in primary schools does not appear to lead to large increases in learning.* Their findings showed that effective homework was often associated with greater parental involvement and support. The broader evidence base suggests that short focused tasks or activities 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.

With this research in mind, St. Columba's staff and Governors have agreed the following homework policy.

The main purposes of homework are:

- to develop further learning opportunities between home and school;
- to help parents and other carers to understand more clearly what their children are learning in school;
- to give children the opportunity to practise and consolidate their learning, particularly in English and Maths;
- to encourage independent learning;
- to develop 'the homework habit' in preparation for secondary school;
- to increase pupils' self-esteem and the realisation that their achievements are regarded as important by home and school;
- to make use of all kinds of learning resources at home;
- to extend school learning.

Policy Aims:

- to ensure a consistent approach throughout the school;
- to encourage children to develop increasing independence and a sense of personal responsibility;
- to extend the opportunities provided for learning;
- to provide activities that encourage parents or other carers to work with their children.

Early Years Homework

There is no formal homework in the Nursery however Home/Learning Books come home with suggestions as to the type of shared activities parents can undertake with their children and record in these books. The Nursery staff share these with the children during small group time.

The purpose of homework in Reception is:

- to encourage parental involvement and support;
- to develop good habits for later schooling.

The time required to complete the homework task will vary for different children.

Following a reading meeting in Reception in the autumn term, sound packs and letter formation sheets will come home for the children to practice – little and often in the early days is best as the children will be tired after a long day at school. Once children can confidently identify a number of sounds and blend simple words reading books will be introduced. Daily reading at home for ten to fifteen minutes on a variety of activities (see Reception Reading Guide) is encouraged.

Weekly spellings will come home later in the year and these are best practiced daily for five to ten minutes. A Home/Learning Book with suggested activities based around topics we are covering in the Reception will also come home at regular intervals throughout the year.

Homework Tasks in Y1 to Y6

Whenever possible, homework will be set regularly so that both parents and children can organise their routine at home. There will be four main focus areas:

- spellings
- mental maths skills
- reading
- curriculum related task

Curriculum related tasks may include:

- a specific task set by the teacher based on work completed in class
- research or preparation for a future lesson
- a free choice option from the ‘menu’ stuck in children’s homework books throughout the year (see below)



Homework Menu



Autumn term

	Quick Job	Medium Job	Long Job
Maths	How quickly can you write out your 3 or 4 times table? Can you beat your time when you try again?	Complete a 'Place Value' crossword from Miss Quinn	Ask Miss Quinn for the 'Theme Park Problem Solving Game' – make and play with an adult or friend
English	How many words can you list that have the 'ough' letter string?	Find a picture that you like and annotate with some expanded noun phrases	Design your own word search or crossword for words that include the 'ough' pattern
Curriculum	Visit Isle of Tune or Incredibox on your computer or tablet and play around with the sound samples	Borrow an atlas from school and collect a world map from Miss Quinn. Can you identify and name any countries or continents?	Create your own model, diagram or sculpture of our solar system (Use our mnemonic to put the planets in the correct order!)

Homework Expectations

Children will be expected to hand in their homework by the date set. Homework books will not be marked by teachers in line with the school's marking and feedback policy, however, children will be given age-appropriate recognition for work completed at home such as a sticker, stamp, house point or individual class reward.

If a specific task has been set by a teacher to support school learning and pupils have failed to complete this task at home within the set time and without good reason, children will be expected to complete this task during break times.

Spellings

Weekly spellings will be handed out to supplement spelling lessons within school. These spellings will reflect the expectations of the National Curriculum: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Mental Maths

Tasks that are given to children will reflect the expectations of the National Curriculum:

- by the end of Y2 children are expected to know their 2x, 3x, 5x and 10x tables;
- by the end of Y3 children are expected to know their 4x, 8x, 50x tables;
- by the end of Y4 children are expected to know their 6x, 7x, 9x, 25x tables;
- in Y5 & Y6, pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency. This may include prime numbers up to 19, all pairs of factors for non-prime numbers (e.g factors of 12 are 1x12, 2x6, 3x4).

Other tasks may include work on: number bonds, measurement conversion, place value, fractions/decimals/percentages equivalents.

Home Reading

As children move through school the expectation of home reading will change. In KS1 children will have their home reading book changed on a weekly basis. In Lower KS2 children will have their home reading book changed once a fortnight. Home reading records are the responsibility of parents, as staff will keep their own individual detailed reading records in class. Parents are encouraged to supplement the reading books that they receive from school with additional reading material of their choice. This can be logged in children's home reading records if parents wish.

Upper KS2 children will continue to be heard read once a week by class teachers. They are strongly encouraged to read regularly at home and are welcome to borrow reading material from class libraries to supplement their free choice reading material.

Special Educational Needs

Throughout the school, the planning of homework tasks may be adapted for children with special educational needs. Careful planning will ensure that the level of demand is appropriate and that guidance to parents is clear. Where appropriate, the needs of individual children will be discussed between parents and staff.

The role of parents and other carers

Parents and other carers have the responsibility to:

- encourage children to do their homework in a suitable place which aids their concentration;
- support their children in the completion of homework;
- make it clear to children that they value homework;
- encourage pupils;
- hear their children read regularly;
- encourage children to seek the support of other adults when necessary.