



St. Matthew's C E Voluntary-Aided Primary School

Homework Policy

Date: September 2021
Review date: July 2022

Introduction

We believe that education is a partnership between the school, home and children and that the links between school and home are very important to support your child's education. Children will be given work to take home. We believe that this is beneficial to the child's educational progress and that parents value the homework that is set for your child. We seek the co-operation and support of all parents and carers.

Homework is defined as any work or activity which children are asked to do outside lesson time, either on their own or with their parents.

The purpose of homework is threefold:

1. to develop an effective home – school partnership to help the pupil learn
2. to reinforce learning which has taken place at school
3. to develop the skills and attitudes of independent study in readiness for lifelong learning

Our intention is that homework should never become an unreasonable burden for any child. Homework may be set by the class or group teacher and although it will usually follow a set pattern, it may vary at the teacher's discretion. Where appropriate, homework will be marked. It is important that work done at home is seen by the pupil to be valued.

Aims of the policy

- To ensure consistency of approach throughout the school.
- To ensure progression towards independence and individual responsibility.
- To ensure the needs of the individual are taken into account.
- Ensure that parents have a clear understanding about expectations from themselves and the pupils.
- Extend and support the child's learning through reinforcement and revision.
- Provide opportunities for the parents, pupils and school to work in partnership.
- Provide opportunities for parents and pupils to enjoy learning experiences together.
- To consolidate and reinforce skills and understanding, particularly in English and maths.
- To exploit all resources for learning including those found at home.
- To extend school learning.
- To prepare children for the demands of secondary school.

The Governors and staff of St Matthew's C. of E. Primary School recognise the need for children to have the time to follow out of school interests and family activities and the attached guidelines and time allocations allow for these important things to take place. This has been particularly important when deciding on the days when homework will be set and collected.

Planning and coordination

It is the responsibility of the class teacher to plan and provide manageable tasks for the children and to liaise with parents where necessary.

Equal opportunities and additional needs

Although it is seen as important that children identified as having special educational needs do as much in common with other children as possible, there will be occasions when they may benefit from tasks separate from the homework set for other children in the class. Such homework will be set/marked by the class teacher with the support, where appropriate, of the SENDCo.

Feedback

All homework will be marked promptly and feedback given to pupils. This may take a variety of forms according to the work set, such as:

- Class discussion about the work
- Individual written feedback
- Individual verbal feedback
- Work will be marked and/or checked
- Team points, stickers and certificates

Parents are encouraged to give teachers any useful feedback as this can be very helpful when marking and assessing homework. This may include:

- Notes in the reading diary
- Notes in the homework book
- Verbal feedback.

ORGANISATION

All homework will be completed in a homework book.

Information relating to the timings of the homework will be put in the inside front cover.

English, and maths homework is compulsory. All children will be expected to complete two pieces of homework per week.

Reading is given a very high focus at St Matthew's. Our expectation is that parents read with their child at least 4 times a week. Reading books will be changed every week by your child's teacher until the school's reading scheme has been completed by your child. In Key Stage 1 each child will take home 1 reading book relating to the phonics/spellings patterns etc. that is relevant to what your child is being taught as well as a 'read for fun' book, which could be a book to develop vocabulary, topic related reading books or pre-teaching reading. We would ask that parents record any comments your child's reading record book as will the teachers. In Key Stage 2 children who have not completed the reading scheme will take home 1 or 2 reading books as well as choose a book for pleasure. For those who have completed the school reading scheme the child may choose a book from the class book corner, school library or from home to be their reading book.

Spelling homework is set on a weekly basis. The spellings will include the common exception words from the National Curriculum as well as words related to the phonics or spelling patterns your child has been taught that week. As a school we would expect that spelling homework be completed a minimum of twice a week.

Reception Class will have their own reading and phonics homework.

Topic / project type homework will be set by the class teacher once a term, this homework is not compulsory.

WHAT WILL HAPPEN IF CHILDREN DON'T COMPLETE THEIR HOMEWORK?

If a child has difficulty with the work, then we would expect them to ask for support from the class teacher. Sanctions may be applied on a class by class basis.

The expectation is that children will complete their homework to the same standard that is expected in the classroom.

St Matthews will support those children who need additional help in completing their homework.

Role of the Head Teacher	The Head Teacher will: ✓ Promote this policy by raising its status and importance ✓ Ensure that homework is built into teachers planning ✓ Provide supportive guidance for teachers ✓ Keep up to date with new developments with regard to homework ✓ Monitor and evaluate this policy
Role of the teachers	Teachers must: ✓ Integrate homework into their planning ✓ Set interesting tasks and activities ✓ Set homework appropriate for every child ✓ Explain when, what and how the work is done so that each child clearly understands ✓ Provide opportunities for sharing homework tasks in class and provide feedback
Role of parents/ carers	Parents and carers are asked to: ✓ Support the homework set ✓ Read with your child and make a note in the reading record book, as appropriate. ✓ Support the school in explaining to children that homework is valued and aids learning ✓ Encourage pupils and praise them when homework is completed ✓ Be actively involved in the homework of your child ✓ Make the experience pleasurable ✓ Discuss, encourage and praise ✓ Contact the class teacher/ school if you are not sure of some aspect of the homework or your child is experiencing difficulty doing it ✓ Contribute to the school parent questionnaires so the school can monitor effectiveness
Role of the children	Children are asked to: ✓ Complete their homework to a high standard and on time ✓ Listen carefully in class to make sure they understand what is asked of them ✓ Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate ✓ Make sure they get feedback for their homework

	✓ Complete homework using the appropriate writing materials
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The homework schedule at St Matthews is:

Year Group	Subjects
Reception	Daily reading, daily phonics, occasional maths
Year 1	Daily reading, daily phonics, spellings, maths.
Year 2	Daily reading, spellings, multiplication tables and maths practice
Year 3	Daily reading, spellings, multiplication tables and maths practice
Year 4	Daily reading, spellings, multiplication tables and maths practice
Year 5	Daily reading, spellings, multiplication tables and practice
Year 6	Daily reading, spellings, multiplication tables and maths practice

REVIEW

This policy was drawn up by the Senior Management Team, working in consultation with the whole staff. Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Senior Management Team, Head teacher and Governors.

The Senior Management Team, in consultation with the staff, will review this policy annually and as and when elements of monitoring, assessment and evaluation are identified or prioritised within the School Development Plan.

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