ST PETER'S CE PRIMARY & NURSERY SCHOOL WEM

'Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.'

'In the same way, you should be a light for other people.
Live so that they will see the good things you do'

Matthew 5:16 (ICB)

HOME LEARNING POLICY

Summer 2024

St Peter's is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Reviewed by: S Kynaston, July 2024

Date of next review: July 2026

Homework is defined as ‘any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers’.

Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do
- Ensure consistency of approach throughout the school
- To use homework as a tool to help to continue to raise standards of attainment
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children’s learning
- Encourage pupils and their parents to share and enjoy learning experiences
- Reinforce work covered in class by providing further opportunities for individual learning To practise or consolidate basic skills and knowledge, especially in maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently
- To prepare year 6 for the transfer to Secondary school

The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there should be a number of points to consider:

- ✓ The nature and type of homework changes throughout a pupils school career
- ✓ Homework should not cause undue stress on the pupil, family or teacher
- ✓ It will not necessarily come in a written form
- ✓ Homework should be set regularly from the Foundation stage to year 6

Time Allocation

All time allocations are intended as approximations only.

While home learning activities will increase as children move through the school, by Year 6 children will still not be expected to spend more than half an hour on home learning on any one evening.

Reception & Y1	15 minutes a day
Years 2 & 3	20 minutes a day
Years 4, 5 & 6	30 minutes a day

NB: If your child is spending significantly longer than these time allocations indicate that they should be, please discuss ways to overcome this with their class teacher.

Home Learning Tasks

Homework tasks will be set on a Friday in EYFS and Monday in the rest of the school.

In Reception and Key Stage 1 the main focus of home learning is reading and practising how to spell common exception words. This could include hearing children read, reading to them and word recognition games, with the aim of encouraging children to be independent, confident readers who enjoy books. As children move through KS2, particularly Years 5 and 6, children should still read every day but, as they become more experienced readers, this may involve greater independence. English activities will include Spelling Shed and IDL. Maths activities will include practising key facts e.g. multiplication tables and number bonds, to enable speedy recall, as well as online games, such as Maths shed.

Nursery Sharing books, rhymes/songs and talk opportunities

Reception/ Year 1 Daily reading and phonics, plus regular talk homework and maths challenges

Year 2 Daily reading / phonics

Three times a week practise of maths including number bonds and times tables

Three times a week practise of spellings through EdShed

Year 3 Daily reading
Daily practise of maths including 3, 4 & 8 times tables
Weekly spelling pattern
Weekly grammar task

Year 4 Daily reading
Daily practise of maths including 1-12 times tables
Spelling rule of the week
Weekly grammar task

Year 5 Daily reading
Daily practise of times tables
Weekly maths problem solving task (which could be an online activity)
Spelling rule of the week
Weekly grammar task

Year 6 Daily reading

Weekly punctuation/grammar task
(2, 5 and 10) including activities on MathsShed

Spelling rule of the week
Daily practise of times tables
Weekly maths problem solving task (which could be an online activity) SAT revision questions as appropriate

Role of the Class Teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work, at a parents evening or through information leaflets and parent workshops (e.g calculation policy).
- To set up regular homework in an easily followed routine
- To ensure that homework is set consistently across classes in the cohort/ phase
- To reward and praise children who regularly complete homework tasks
- To give feedback to pupils

Role of the Head teacher and Governing Body

- To check compliance of the policy
- To meet and talk with parents when appropriate
- To discuss with staff the success of its implementation
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails

Role of Parents/Carers

- To sign a home school agreement dealing with homework on entry to the school
- To support the school by ensuring that their child attempts the homework
- To provide a suitable place for their child to undertake their homework
- To encourage and praise their child when they have completed their homework
- To offer support for the completion of homework tasks when necessary

- To make it clear that they value homework and they support the school by explaining how it can help learning.

At St Peter's CE Primary School & Nursery we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

Equal Opportunities/ SEN provision

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. St Peter's CE Primary School is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential.

Where necessary, work will be adapted to ensure that pupils with specific difficulties or disabilities are able to access the work in line with other pupils e.g. work will be brailled, enlarged, colour overlayed etc.

General

- Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of their work. Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.
- If children are absent due to illness we will not send homework home. We would assume that the child was too ill to work.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **The Head Teacher should be consulted in these circumstances.**
- Parents/ carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher in the first instance.

Monitoring and Evaluation

Parents are asked to sign and write comments in the home school link book on a weekly basis. Teachers/Teaching Assistants will also sign the book and respond, as appropriate, to parental comments.