

ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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HOMEWORK POLICY (School Policy)

Ownership: Curriculum Committee

Document Date: November 2018

Review Date: November 2020

Pupils are given many opportunities to serve each other, the school and the wider community, developing their own skills and talents in the process.



Section 48 Diocesan Inspection October 2018

“Pupils make rapid progress because they are very keen to learn, and because the teaching is highly effective ... Behaviour is excellent. Pupils get along very well and enjoy school, accepting one another’s different views...”



Ofsted March 2013

At St Margaret Clitherow School we are committed to Safeguarding Children

Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him

The staff of this school are fully committed to the learning and achievement of all pupils and are supportive of all manageable strategies to meet that end.

The Purpose of Homework

1. We believe that homework helps to develop an effective partnership between the school and parents and other carers in pursuing the aims of the school.
2. Homework is valuable in that it consolidates and reinforces skills and understanding, particularly in literacy and numeracy.
3. Homework exploits resources for learning, of all kinds, at home.
4. Work done at home extends school learning.
5. Homework encourages pupils as they get older to develop the confidence and self-discipline needed to study independently.
6. Homework in RE may take the form of art, research or pre-learning.

For our Key Stage 1 children, homework assists us to develop a partnership with parents or carers, and involving them actively in children's learning is the key purpose. At this stage, the activities children do at home is not necessarily described as 'homework'.

As the children get older homework provides an opportunity for them to develop the skills of independent learning. This increasingly becomes its main purpose.

Homework does not just mean formal exercises carried out by children without the help of adults. Particularly with younger children it is the involvement of parents/carers in joint activities which is most valuable.

Homework given to older children will gradually increase in its demands, it might for example include:

- Finding out information
- Reading in preparation for lessons
- Preparing oral presentations
- More traditional written assignments

Making Homework Manageable

It is vital to remember that pupils usually return home from school tired and therefore parents should ensure that their children are given a rest and refreshment before any homework tasks are undertaken. Parents are asked to make the homework area as conducive to concentration as possible. Parents are also asked to show an interest in the homework, assisting if appropriate and praising on completion.

The class teacher is responsible for ensuring that the demands of homework are manageable for pupils and parents on a day-to-day basis.

The amount of work set by teachers should always be moderate in time terms. If homework is taking more than the time set out below, or if parents are concerned about the tasks, the school should be approached immediately. The junior children have a diary which records set homework and it can be used to communicate messages between the parent/carer and the teacher.

If a pupil is unable to complete homework for any reason supported by the parent, the parental signature in the diary will suffice as explanation. If a pupil consistently fails to complete homework, the parents will be contacted by phone.

Time Allocation

The letter sent to you from the child's teacher at the beginning of the school year will give a clear indication of the pattern of homework and the time allocation usually expected to be set aside for homework activities. However, the precise amount of time spent on homework is much less important than the quality of tasks set and the way they are used to support learning.

<u>EYFS</u>	Reading and other activities that help develop an understanding of the world around them.
<u>Years 1 and 2</u>	1 hour per week (reading, spellings, other literacy and number work or other curriculum work)
<u>Years 3 and 4</u>	1.5 hours per week (literacy and numeracy plus occasional assignments in other subjects)
<u>Years 5 and 6</u>	40 minutes daily (regular weekly schedule with continued emphasis on literacy and numeracy but also ranging widely over the curriculum)

Daily reading is expected.

Juniors must constantly practise their multiplication tables.

Special Educational Needs

The SEN co-ordinator will liaise with the class teacher to set appropriate homework for children with special educational needs.

Monitoring and Evaluating

The teaching staff and Governors will review the efficiency and effectiveness of the homework policy annually.

The views of parents and pupils are expressed to the teaching staff will be taken into account when the policy is reviewed.

A positive approach to learning and good quality homework produced by individual pupils will be the success criteria.