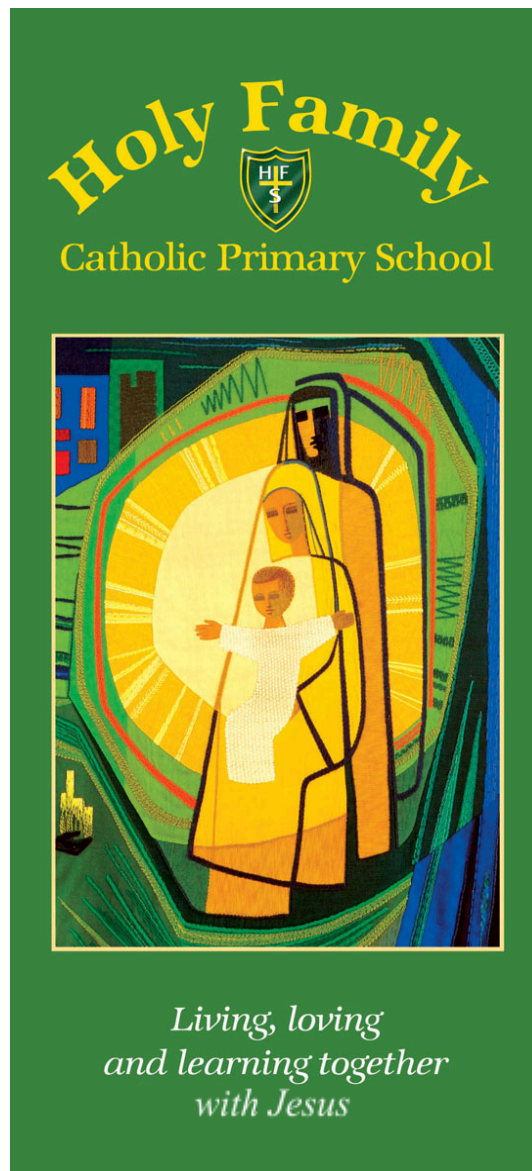


Holy Family Catholic Primary School

The Rosary Trust



Homework Policy



HOMEWORK POLICY

This policy has been written in line with our School Mission statement.

*In our Catholic School, with God at the centre of our lives,
we offer every child a high standard of education.
We meet individual needs, in a caring and loving community,
which celebrates our faith.*

.....Living, Loving, Learning, Together with Jesus.....

1. INTRODUCTION

This is the school's policy for the provision of homework to pupils. At Holy Family School we recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnership, of which our homework policy is an important element.

2. HOMEWORK - A DEFINITION

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. At Holy Family School we see work done at home as a valuable part of school work.

3. THE PURPOSE OF HOMEWORK

The school regards the purpose of homework as being to:

- Develop an effective partnership between the school and parents and other carers in pursuing the aims of the school and the development of their child.
- Consolidate and reinforce skills and understanding, particularly in English and Mathematics.
- 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.

At Holy Family School teaching staff recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon. We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. swimming, ballet, Beavers, Brownies, music lessons etc.

Homework should be used to effectively reinforce and/or extend what is learned in school. Tasks should be undertaken to the best of their ability and with great care and consideration of presentation.

We hope parents and carers will be willing and able to give their active support to ensure that work done at home is completed conscientiously and in the best possible conditions.

4. CURRENT PRACTICE

Teachers share Medium Term Overviews with parents about themes and topics which will be covered during the term.

5. HOMEWORK TASKS

Schools are not obliged to set homework but homework that is set should be completed. At Holy Family School we see the benefits of finding a balance between work and relaxation and recognise this in the amount and type of homework that is set as children progress through the school.

The nature of homework will change as children get older. As children get older, homework provides an opportunity for them to develop the skills of independent learning, which they will need to continue lifelong 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, which may not be long, to study on their own or with support of an adult in the younger year groups.

By the time children reach Year 5 and Year 6 their homework programme will cover a wide range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and ensure that, in relation to homework as much as to other aspects, their transition to Year 7/Secondary school is as smooth as possible.

6. THE TIME TO BE SPENT ON HOMEWORK

There is no recommended time allocation for doing homework from the DFE but we believe homework should not be a chore. We have provided suggestions for time next to activities below but parents must use their personal judgement as to a child needing a little more or a little less time to be spent on a task. If children have not completed tasks in the allocated time, it is best to stop as long as they have been trying their best and hand it in up to the point of completion.

POSSIBLE YEAR GROUP TASKS

Foundation and Key Stage One (Y1 and Y2)	Key Stage Two (Y3-Y6)
Reading books matched to phonics and/or reading ability – from Year 2 quizzes are taken on books that have one available (10 mins daily) Bedtime books – for pleasure and enrichment with an adult	Reading books matched to ability - quizzes are taken on books that have one available (15-30 mins daily-progressive as move up year groups) Reading for Pleasure books – for pleasure and enrichment
Spellings/handwriting – weekly set phonic or spelling patterns and common exception words (5-10 mins daily) – use of Spelling Shed if wish for practice	Spellings – weekly set spelling patterns and common exception words (5-10 mins daily) – use of Spelling Shed if wish for practice
Year 2 Times Tables – weekly set times table to focus on (5-10 mins daily) – use of Times Tables Rock Stars if wish for practice	Times Tables – weekly set times table set to focus on (5-10 mins daily) – use of Times Tables Rock Stars if wish for practice – <i>by end of Year 4 all times tables should be learned by heart up to 12x12</i>
RE and Topic Work – children are regularly asked to bring things in to share with the class linked to a topic and to prepare to talk about the item (prepare with an adult by practicing what will be said)	RE and Topic Work – children are regularly asked to complete a task from class or work on a project to share with the class linked to a topic
	Grammar and Punctuation – weekly set tasks completed online via Google Classrooms (20 mins) Years 3-6
	Maths Task – tasks completed online via Google Classrooms (20 mins) Years 3-6
	Comprehension – tasks completed online via

The school believes that a regular pattern is important, particularly for English and Mathematics. It will endeavour to establish a familiar routine to lead to independent learning.

7. SPECIAL EDUCATIONAL NEEDS (SEND)

Where possible, the same tasks are set for all. Teachers will suggest how long to spend on certain tasks. The objectives of homework outlined in this policy should apply equally to pupils with special educational needs. To complete, some children may need extra support and guidance from family. If children are unable to complete tasks, they should speak with the teacher as early as possible so a solution can be found.

8. THE ROLE OF THE SCHOOL, TEACHERS, PARENTS AND CARERS IN SUPPORTING PUPILS WITH HOMEWORK ACTIVITIES

Role of the school

- Monitor the effectiveness of the homework policy each year.
- Support parents with the newer methods of teaching in English and Mathematics by offering parent meetings to put into context the development of English and Mathematics skills from Foundation through to Year Six.

Role of the class teacher

- Plan homework as an integral part of curriculum planning.
- Inform pupils and parents of homework expectations and/or timetables through discussion in class, at parents' evening and through class emails or class newsletters.

Role of the parents/carers

The school recognises that parents and carers have a key role to play in supporting pupils' homework. The nature of this role will change as children get older. For much of their homework, particularly with younger children, parents and carers will be encouraged to support their child with homework tasks.

To avoid 'battles' over homework we recommend:

- Setting a routine each day when homework is completed, e.g. first thing in the morning after breakfast or straight after school before electronic device time/play time.
- That children should be allowed to work at an appropriate pace.
- The task is undertaken at an appropriate time when the child is best able to concentrate.
- Your child may need lots of encouragement, praise and even your company and help for certain tasks.
- That work at home is perceived as a shared activity.
- Work at home should be planned carefully around other interests to avoid clashes.
- It should not be used as a threat or punishment.

Parents HELP, ENCOURAGEMENT and PRAISE is the key to success.

The school ask you to provide a reasonably peaceful, suitable place in which pupils can do their homework – alone, or more often for younger children, together with an adult.

We do not envisage a primary school child spending time in isolation with work they may find difficult. Give support and help but do not do the work for the children. Please support children in completing tasks and return work in a tidy presentable state.

Concerns

If any child does not understand a task, parents should encourage them to ask their teacher for further guidance. If you have any queries about homework, the teacher email can be used to ask for support or the children in KS2 can use their Google Classroom communication. Do not let your child get upset or worried about homework.

10. FEEDBACK

Following the school's Marking and Feedback Policy, homework will be marked together where possible so that feedback on shared areas of misunderstandings/misconceptions can be addressed. Where homework is marked away from the children, opportunities will be planned for covering misconceptions or errors identified. Homework will be used to develop further learning opportunities in class when appropriate.

11. INFORMING AND CONSULTING PARENTS AND CARERS ABOUT THE HOMEWORK POLICY

The Homework Policy and useful information for parents in supporting their child's learning is displayed on the School Website. Parents' evenings will be used to promote this partnership and obtain feedback where possible.

Policy presented to Staff: Sep 2024

Policy presented to Governors: Oct 2024

To be reviewed: Autumn 2025