

ST. WINEFRIDE'S CATHOLIC PRIMARY SCHOOL



Homework Policy

Mission Statement



Welcome to St Winefride's where we come together to learn, laugh, listen, live and love in the presence of Jesus.

At our school, we believe that everyone is valued as a unique gift from God.

We work together to create an engaging learning environment, where all children are challenged to achieve their full potential.

Rationale

At St. Winefride's, we appreciate the importance of the links between home and school, and the need for parents and staff to work together to ensure a good education for the children. This philosophy is underpinned by our Home School Agreement. It is for this reason that children begin to bring 'work' home from a young age. This enables parents to help their children to learn, and for children to see parents and teachers working together. Our approach to homework considers the age and ability of the child. The one thing that remains constant throughout is that it can only benefit the child if we have parental support.

Aims

Through this policy we aim to:

- ensure consistency of approach throughout the school,
- ensure progression towards independence and individual responsibility,
- ensure the needs of the individual pupil are considered,
- ensure parents/guardians have a clear understanding about expectations from themselves and the pupil,
- improve the quality of the learning experience offered to pupils,
- extend and support the learning experience via reinforcement and revision,
- provide opportunities for parents, pupils, and school to work in partnership,
- provide opportunities for parents and pupils to work together to enjoy learning experiences,
- encourage children to develop long term strategies for future needs,
- at Year 6, to prepare children for secondary transfer,

The purpose of homework changes as the children gets older. For children at Key Stage1, developing a partnership with parents and involving them actively in their children's learning is the key purpose. Short activities of different kinds provide a very important opportunity for young children, to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older, homework provides an opportunity for them to develop the skills of independent learning, and this should increasingly become its main purpose.

The Type and Amount of Homework

The focus of our homework is to support the children's learning in English and Maths and other curriculum areas. We stress the importance of daily reading with your child, with parents or carers, and the learning of times-tables and basic mathematical skills, number facts and practising methods taught. Older children have regular English or Maths tasks as well as other tasks such as research activities, preparing oral/ presentations using technology, written assignments etc. Maths' task may be set through on-line schemes such as *Mymaths.com*; *TT Rockstars*; *Numbots*; *Spell Shed*; *White Rose Materials* or work that is uploaded to our platform 'Google Classroom.' Some homework that is issued can be paper based also.

The amount of homework will be monitored by teachers to check that the demands on pupils are even and balanced.

Children with Special Educational Needs or Disabilities

Children with special educational needs are given appropriate homework. This work has to be closely monitored to ensure that it is effective and reinforces a sense of achievement.

The Role of Parents in Supporting Pupils

Parents are encouraged to:

- provide a suitable place in which their children can do their homework.
- work with their children when required.
- make it clear to their children that they value homework, and support the school in explaining how it can help their learning.
- encourage pupils and praise them when they have completed homework.
- Expectations around homework are shared in the 'Meet the Teacher' meeting in Autumn term and in Parents' Meetings.
- Teaching of phonics and reading is shared in the early reading presentations given by staff.

Feedback for Pupils, Parents and Teachers

The dialogue between parents and teachers begins in the reception class. Shared reading sessions are held during the year to introduce new parents to the methods used by the school so that they can support reading at home. These materials are shared on the school website.

The two-way dialogue is encouraged from the start through the reading diary, building on ideas given to parents in the reading workshop. In these notebooks, teachers and parents make comments on how, as well as what, the child has read. By Key Stage 2 children's tasks are recorded and completion is acknowledged by parental signature. Parents' comments are encouraged.

Marking Homework

Homework is marked regularly. If pupils are asked to learn something e.g., tables or spellings, a date is given when their knowledge is tested, and a record of results is kept. Sometimes the feedback to the child is oral e.g., when they have prepared a reading for a school mass etc.

Encouraging High Standards

Children are encouraged to do their best work and to hand in their homework on time. In order to create a positive approach towards homework the children are praised and given Dojos or reward stickers for effort and achievement. We strongly encourage all pupils to complete homework tasks set as they help to consolidate and celebrate learning. Homework club is available for all children in KS2 and provides valuable support. Booster sessions are used to support learning outside of the lesson.

Monitoring

The efficiency and the effectiveness of our homework policy is monitored by the Head teacher with the staff at key stage meetings and at staff meetings. Its format and content are discussed and reviewed regularly.

Parents are encouraged to state their views as to the appropriateness of homework at parents' evenings and through questionnaires.

Agreed by the policies committee - Tuesday 22nd March 2022.