

St. Peter's C of E Primary and Nursery School



Homework Policy

Ratification Date: Autumn 2023
Review Date: Autumn 2025

Vision Statement

At St Peter's C of E Primary and Nursery School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education which inspires every child to be the best they can be. This is within a framework which is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

EQUALITY, DIVERSITY AND INCLUSION STATEMENTS

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

1 Introduction

- 1.1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents/carers who spend time reading stories to their children before bedtime are helping with homework.
- 1.2 ALL homework tasks should be purposeful and educationally valuable.

2 Rationale for homework

2.1 Homework is a very important part of a child's education, and can add much to a child's development. The government has relaxed its expectation on schools and left them free to decide how the principle of homework is applied in each setting. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. At St. Peter's we see homework as an important example of co-operation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

2.2 Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils.

'Unlocking the gates to a lifelong love of learning and faithfulness'

We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full, only when parents/carers encourage them to make maximum use of the opportunities available outside school.

3 Aims and objectives

3.1 The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote co-operation between home and school in supporting each child's learning;
- to keep parents/carers informed of the level at which their children are working;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

4 Types of homework

4.1 The school regards homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning where appropriate.

4.2 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we give children books to take home and read with their parents/carers. We give guidance to parents/carers on achieving the maximum benefit from this time spent reading with their child.

At Key Stage One, it is expected that each child should read aloud to an adult at least three times each week for a period of no less than 10 minutes. This session should then be recorded in the child's personal reading diary. Children are also expected to learn spellings and related rules for a weekly test which takes place on a Friday. In addition, pupils in Key Stage One should also spend time every week practising number bond facts (to 10, 20, 50 100 etc) and times table facts, appropriate to the age and ability of the child.

The 2014 National Curriculum for Mathematics states that by the end of Year 2, '*pupils should be able to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers... They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 x multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.*'

4.3 At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.2, but we expect them to do more tasks independently.

All pupils are expected to read aloud to an adult at least 3 times each week for at least 15 minutes at lower key stage two and 20 minutes at upper key stage two including high ability pupils in Years 5 and 6. Reading aloud is a key skill in itself and the accuracy of reading and understanding of the text can only be checked when the child is reading aloud. We do appreciate that as children read more challenging books, they may wish to read to themselves as well as reading aloud.

We also set homework as a means of helping the children to revise for tests, as well as to ensure that prior learning has been understood. Children are expected to learn spellings and related rules. In addition, pupils are expected to learn times tables facts and where appropriate, revise number bond facts etc.

The 2014 National Curriculum for Mathematics states that by the end of Year 3, pupils should *'recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables...Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables.'*

By the end of Year 4, pupils should *'recall multiplication and division facts for multiplication tables up to 12×12 .'* **The Multiplication Check** is carried out in Year 4 during the summer term of the academic year. This is an on-line assessment that is carried out in school on a laptop. Children are expected to practice quick fire recall of multiplication facts at this time, at the very least.

By the end of Year 5, when the pupils are expected to know their times table, it is expected that all pupils will be able to *'identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers; know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers and be able to establish whether a number up to 100 is prime and recall prime numbers up to 19.'* Practice at home should reflect these expectations.

At Year 6, pupils are taught to *'identify common factors, common multiples and prime numbers ... Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency.'*

As in Year 5, practice at home should reflect these expectations.

4.5 Sometimes we ask children to investigate a topic at home prior to studying it in school. For example, in a history topic on toys, we might ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes we may ask children to find and collect things that we then use in science lessons, and occasionally we may ask them to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the internet.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways while others demand a particular approach.

5 Amount of homework

5.1 As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing homework, although this will include reading with a parent. We expect children in years 3 and 4 to spend approximately one and a half hours on homework during the week, and children in years 5 and 6 to spend up to 2 hours each week. These activities should largely focus on reading aloud to an adult, learning spellings and related rules and practicing the recall of times tables facts as outlined in 4.3.

6 Equal opportunities and homework

6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

7 The role of parents/carers

7.1 Parents/carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents/carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents/carers can support their child by providing a good working space at home and by discussing the work that their child is doing.

7.2 If parents/carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If questions are of a more general nature or if they wish to make a complaint about the school's homework policy, they should contact the headteacher.

8 Use of ICT

8.1 The use of IT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Parents/carers are advised always to supervise their child's access to the internet.

8.3 Children are permitted to email work to the school which may then be presented in school. In this instance, work may be emailed to the School Office: secretary@st-peterscofe.notts.sch.uk

9 Monitoring and review

9.1 The headteacher is responsible for co-ordinating and monitoring the implementation of this policy. The headteacher may inspect samples of the children's work and of the teachers' planning for homework as part of her general monitoring duties.

9.2 It is the responsibility of the governing body of St. Peter's to agree and then monitor the school homework policy. This is done by the Strategic Development Committee. Parents/carers are periodically asked to complete a questionnaire and our governing body pays careful consideration to any concern that is raised by any parent.

9.3 This policy will be reviewed in two years or earlier if necessary