

St Anne's CE (Aided) Primary School



Homework Policy

Growing Together to Flourish in God's World

Our School Vision

St Anne's CE (Aided) Primary School is a happy vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop wisdom, confidence and resilience in an environment where efforts are valued and all children flourish.

We believe that homework is an important aspect of a child's education. It encourages children to realise that learning can take place outside the classroom and promotes independent learning, thus encouraging the child to take greater responsibility for their own progress. Homework allows parents, carers and the school, to work in partnership for the benefit of their child.

Aims

Homework is encouraged throughout the school. To be most effective parents, carers, staff and the children, need to understand its purpose.

- ✿ It reinforces knowledge and skills which have been taught in school and gives children the opportunity to practise what they have learnt and retain key knowledge.
- ✿ It encourages self-discipline as the children take responsibility for their learning.
- ✿ It promotes independent learning.
- ✿ It provides teachers with the opportunity to support and extend individual children.
- ✿ It sets standards for life and children become accustomed to working at home, preparing them for secondary school.
- ✿ It encourages children to share their learning with parents and carers.
- ✿ It encourages parents and carers to become involved with their children's learning.

Reading

We insist that children read **daily** alongside the prescribed reading scheme and that reading for pleasure is valued at all times and is not just confined to the total time spent completing homework. This would include fostering early reading skills. We want to promote a love of reading in every child. We encourage parents and carers to discuss their children's books and ask questions about them to ensure that there is understanding of their book as well as accurate reading. We also ask that all children, from Reception through to Year 6, still hear adults read at home. Sharing stories is so important. As the children hear an adult read, they are exposed to new vocabulary and also fluency, intonation and expression can be modelled.

Early Years & Year 1: The reading practice book

It is the school's role to teach reading. However, parents/carers play a vital role too. It is important that children have plenty of practice reading at home in order to become fluent, confident readers.

Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school. This book will be matched to their phonic stage and be fully decodable.

To ensure that reading at home is an enjoyable experience and does not feel like a chore, reading practice books will be sent home in which the child can read 95% of the words. It may not be a different book every time; it may need to be the same book if the child still needs to develop fluency.

The children should be able to read the practice book with developing confidence and fluency without any significant help. The parent/carer's role is to listen with interest and, most importantly, to encourage and praise, enthusiastically acknowledging the child's achievement (even if, at the early stages, this is only small).

After the child has read the book, it is helpful to talk about the book, but only so far as the child is interested. The parent/carer should keep the experience positive and avoid turning it into a test.

Early Years & Year 1: The sharing book

If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure. The desire of wanting to read will help with the skill of reading. To help foster a love of reading, children will take a book home that they can share and enjoy with their parent/carer.

Involving the children in the choice of this book is important. These books offer a wealth of opportunities for talking about the pictures and enjoying the story. It is important to offer a variety of books, including non-fiction, so they can enjoy a range of writing.

Parents/carers need to understand that they **should not** expect their child to read this book independently and certainly should not try to get their child to do so. The book is for the parent/carer to read to or **with** the child.

Again, it is good to talk about the book with the child, but important not to turn the discussion into a test. The goal is enjoyment.

Year 2 – 6: Home Reading Books

From Year 2 onwards, children will continue to take home a reading book from our scheme which is matched to their reading level and ability. This will be judged on the children being able to read with 95% accuracy and also to be able to comprehend what they have read.

These books are banded by colour which will show the children's progress through the years.

Homework Schedules

Homework is given on a regular basis across the school following the schedule below. With mixed classes there may be some overlap with homework activities between year groups. Homework is directed to levels of ability. From time to time, homework may vary in response to a particular activity such as an educational visit, or may be added to, for those children who have not completed the required task in class. In these circumstances the teacher will inform the parents/carers about this.

Year	When Set	Hand in date	Your child will receive:
Reception	Friday	Wednesday	Homework in Reception will be delivered via Tapestry. Weekly challenges will be set by the class teacher. These will be focussed mainly on Numeracy and Literacy (including phonics-based activities). Children will read at home daily and books will be changed in school weekly.
Year 1	Friday	Wednesday	A maths task focussing on counting at the beginning of the year and then the children will progress on using Times Tables Rock Stars for 2, 5 and 10 counting. Phonics work linked to the learning for the week. 6 spellings . A handwriting practise sheet. A weekly reading book. Knowledge organiser retrieval practice.
Year 2	Friday	Wednesday	A maths task focussing on times tables and then using Times Tables Rock Stars for 2, 5, 3 and 10 times tables. 6 spellings . A handwriting practise sheet. A weekly reading book. Knowledge organiser retrieval practice.
Year 3	Friday	Wednesday	A maths task focussing on times tables and then using Times Tables Rock Stars for 2, 5, 3, 4, 8 and 10 times tables. 12 spellings . A handwriting practise sheet. A weekly banded reading book. A reading record book is to be signed by the parent. Knowledge organiser retrieval practice.
Year 4	Friday	Wednesday	A maths task focussing on times tables and then using Times Tables Rock Stars for all times tables up to 12x12. 12 spellings . A handwriting practise sheet. A weekly banded reading book. A reading record book is to be signed by the parent. Knowledge organiser retrieval practice.
Upper Key Stage 2 (Years 5&6)	Friday	Wednesday	12 spellings . A handwriting practise sheet (if needed). A weekly banded reading book. A reading record book is to be signed by the parent. CPG books: SPAG, Arithmetic and Reading .

			Knowledge organiser retrieval practice.
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Marking

All homework will be reviewed by the teacher on a weekly basis, either by physically marking the work with the child or marking work virtually if completed online.

Responsibilities

It is our expectation that homework will be completed carefully and on time. If a child does not complete homework then teachers will offer opportunities before the hand in date to provide support for children to help them with anything that is confusing or difficult for them to complete.

Where homework is frequently missing or not completed, late or of a poor quality, the child's parents or carers will be contacted by the class teacher. The child will be asked to remain in at break times to complete homework.




We expect homework to be challenging and enjoyable. If your child is taking longer than the expected to complete their homework they could be having difficulties. Please make an appointment with your child's class teacher to discuss this further.

Inclusion

All children will have access to homework that is relevant to their current stage of learning. Homework will follow the homework timetable for each year group, but may be differentiated to provide the appropriate adaptations for each pupil.

Equal Opportunities

All governors and staff recognise our duties under the Equality Act 2010 to:

-  Eliminate discrimination, bullying and harassment aimed at protected characteristics as defined in the Act.
-  Promote equality of access and opportunity within our school and within our wider community.
-  Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

All children are provided with equal access to homework. We will provide suitable learning opportunities to each and every child.

We aim to work positively with parents and families to ensure that we are all engaged in children's learning and achievements. Any concerns you may have need to be addressed with the class teacher in the first instance. It is here that most concerns are alleviated.