

# St. Augustine's Catholic Primary School Hoddesdon



## Homework Policy September 2024

Renewal: September 2025

### **MISSION STATEMENT**



St Francis of Assisi  
CATHOLIC ACADEMY TRUST

*We come to school to live and learn happily together  
by loving ourselves and each other as Jesus teaches us.*

Our Vision:

We aim to provide our children with an education that prepares them for the responsibilities and opportunities that arise throughout life in the 21<sup>st</sup> Century.

Our active partnership between Home, Parish and the wider community continues to grow with each playing a role in the continual development of our School.

We strive to provide a curriculum that reflects on learning and teaching practice to create a stimulating educational environment that caters for individual needs.

We aim for every person that comes into our school to be touched by our compassionate ethos where the gospel values are seen to be at work.

**Amended: September 2024**

**Review date: September 2025**

**Policy Review**

This policy will be reviewed in full by the School Improvement Committee on an annual basis.

The policy was last reviewed and agreed by the Governing Body in September 2024.

It is due for review in September 2025.

Signature ..... Date .....

Head Teacher

Signature ..... Date .....

Chair of Governors

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At St. Augustine's school we believe parents are the most important people in their child's development and children whose parents are involved with their education make consistent progress throughout their school life. Homework encourages parents to work with their children and their learning. The amount of homework and its purpose changes as a child progresses through the school.

### **Aims of Homework:**

- To **encourage parental involvement** in pursuing the aims of the school
- To **consolidate** and **reinforce** skills and understanding particularly in Literacy and Maths
- To develop **research** skills
- To foster a **responsible attitude** to learning
- To help make children become **independent learners**
- To **extend learning** beyond the classroom
- To promote the skills of **memory**.

In the Early Years Foundation Stage and Key Stage One, all homework is set on Teams on a Wednesday and it is to be returned the following Wednesday. It is marked by the class teacher and returned for the next set of homework by Friday. In Key Stage Two, all homework is set on Atom Prime on a Wednesday and children should complete it online by the following Wednesday for checking by the class teacher.

Parents are encouraged to ensure that their child spends an appropriate amount of time on a homework exercise.

### **The role of parents and carers in supporting their children.**

In general terms parents and carers should be encouraged to:

- Discuss homework - Give your child a chance to talk about what they have learnt at school and what their homework is asking them to do.
- Encourage – Help your child take responsibility for organising and doing their homework and never forget to praise them for their hard work or their improved concentration, handwriting or presentation (when completing their spellings in sentences).
- Routine - Some children prefer to do homework straight after school, whereas others prefer to 'unwind' first, or have their meal then do homework later. Let your child decide – but ensure they stick to it. **A 'little and often' approach is recommended rather than children completing all of their homework in one go.**
- Environment - It's very important to try to create a suitable place where your child can do their homework, ideally somewhere with a clear work surface, good lighting and no interruptions. Try to teach younger brothers and sisters not to interrupt when homework is being done.
- Differences - Children are all different and have different learning styles. Some prefer to study alone, whereas others like to study with friends or family. It's worth remembering some children like to work with music on to keep them company, too.
- Value - Make it clear to children that homework is of value, and support the school in explaining how it can help their learning.

## **Special educational needs.**

Setting appropriate homework for children with special educational needs, which does not demand too much or too little of pupils and their children, needs close co-ordination between class teachers, the School Inclusion Leader and parents. Tasks should:

- Have a very clear focus and time-guideline
- Give plenty of opportunities for children to succeed
- Help develop social as well as other skills where necessary
- Be varied and not purely written assignments
- Be manageable for teachers.

## **EARLY YEARS FOUNDATION STAGE**

### **NURSERY**

A newsletter is sent home every week which communicates to parents the learning that has taken place and also suggests ways in which learning can be reinforced at home. Within this, parents are informed what topic children will be talking about for show and tell each Monday. The children bring in a toy to talk about as their homework for that topic. This begins with a colour of the week. In the Spring and Summer term, this progresses to number formation and sound of the week linked to the Twinkl SSP Scheme.

### **RECEPTION**

Children have their reading books changed regularly, once the teacher is confident in their understanding of the text. Reading Record books are used by parents, teachers and learning assistants as a tool for communication and tracking reading development. The teacher or learning assistant will write in a focus for the week where applicable. Parents are expected to reinforce phonics at home and work through the Reception Common Exception Words (which can be found on the school website). A "little and often" approach is much more beneficial than sitting children down for long periods of time where they lose interest and concentration. 5-10 minutes per night is recommended.

A Maths activity is sent home once a week to reinforce the learning which has taken place during the week as well as Literacy which are the sounds linked to the Twinkl SSP Scheme and actions they have practised during the week.

## **KEY STAGE ONE AND KEY STAGE TWO:**

### **LITERACY**

Reading with your child for at least 10-20 minutes each evening. Parents should support their child with the understanding of the book and not just being able to read the words. Comprehension questions should be asked throughout the book to check on your child's understanding of the text. Parents should record how well their child understood their book in their Reading Record Book. A further piece of Literacy will be given on Atom Prime to consolidate key Literacy skills taught in class.

### **SPELLINGS**

Each pupil will be given a set of spellings, from the Key Stage spelling lists, including common exception words, linked to their phonics (KS1) or spelling rules (KS2) to achieve the end of year group National Curriculum statutory expectations. The pupils will be asked to learn these spellings and complete sentence activities on them. They will be tested on these spellings each week.

## MATHS

Homework will be given on Atom Prime to consolidate key Maths skills that have been taught in class.

## TIMES TABLES

Children can access 'Times Table Rockstars' web based programme from home to practise Times Tables daily. They also practise Times Table Rockstars at school during the week. If children are having problems accessing Times Table Rockstars at home, they should report issues to the class teacher.

## RELIGIOUS EDUCATION

Each half term, children will be asked to complete a piece of work relating to their topic or based upon the timing of the liturgical year.

## MONITORING AND EVALUATION

Teachers will keep a record of homework being completed each week. When homework is not completed, parents will be informed in EYFS and Key Stage 1. In Key Stage 2, children who do not finish or hand in their homework in time will be expected to do so during Wednesday break or lunch time.

## KS1 and KS2 HOMEWORK GUIDELINES.

The following table indicates expectations regarding the homework that is set each week for each year group. This is a guideline only; occasionally there may be more or less homework set, depending on the needs of the class and individual child at any given time. Homework is set each Wednesday and should be returned the following Wednesday each week.

Year 1	<p><b><i>Homework should take approximately 1 hour per week</i></b></p> <p>Children receive spellings based on the Phonics phase/level being taught in class. They are expected to write sentences for their spellings as their Literacy task. They are set a Maths piece of work each week that relates to their learning. They are expected to be heard read at home, which should be recorded in the children's Reading Record books by parents. This record should indicate how well the child <b>understood</b> their reading and not how well they read the words.</p>
Year 2	<p><b><i>Homework should take approximately 1 hour per week</i></b></p> <p>Children receive spellings based on the Phonics phase/level being taught in class. They are expected to write sentences for their spellings as part of their Literacy task. They are set a Maths piece of work each week that relates to their learning. They are expected to be heard read at home each day, which should be recorded in the children's Reading Record books by parents. This should indicate how well the child <b>understood</b> their reading and not how well they read the words. They should log into their Times Table Rockstars account to practise their Times Tables. This is monitored at school.</p>
Year 3	<p><b><i>Homework should take approximately 1 ½ hours per week</i></b></p> <p>Children receive spellings that are working towards their end of Year group National Curriculum statutory expectations. They are also given a Grammar or Punctuation piece of work as part of their Literacy task. They are set a Maths piece of work each week that relates to their learning. They should read at home to an adult each day, which should be recorded in the children's Reading Record books by parents. This record should indicate how well the child <b>understood</b> their reading and not how well they read the words. They should log into their Times Tables Rockstars account to practise their Times Tables at home. Times Tables are tested at school.</p>
Year 4	<p><b><i>Homework should take approximately 1 ½ hours per week</i></b></p> <p>Children receive spellings that are working towards their end of Year group National Curriculum statutory expectations. They are also given a Grammar or Punctuation piece of work as part of their Literacy task. They are set a Maths piece of work each week that relates to their learning. They should read at home to an adult each day, which should be recorded in the children's Reading Record books by parents. This record should indicate how well the child <b>understood</b> their reading and not how well they read the words. They should log into their Times Tables Rockstars account to practise their Times Tables at home. Times Tables are tested at school.</p>

Year 5	<p><b><i>Children should be spending approximately 1 ½ hours per week</i></b></p> <p>Children receive spellings that are working towards their end of Year group National Curriculum statutory expectations. They are also given a Grammar or Punctuation piece of work and a reading comprehension as part of their Literacy task. They are set a Maths piece of work each week that relates to their learning. They should read at home to an adult each day, which should be recorded in the children’s Reading Record books by parents. This record should indicate how well the child <b>understood</b> their reading and not how well they read the words. They should log into their Times Tables Rockstars account to practise their Times Tables at home. Times Tables are tested at school.</p>
Year 6	<p><b><i>Children should be spending approximately 1 ½ hours per week</i></b></p> <p>Children receive spellings that are working towards their end of Year group National Curriculum statutory expectations. They are also given a Grammar or Punctuation piece of work and a reading comprehension as part of their Literacy task. They are set a Maths piece of work each week that relates to their learning. They should read at home to an adult each day, which should be recorded in the children’s Reading Record books by parents. This record should indicate how well the child <b>understood</b> their reading and not how well they read the words. They should log into their Times Tables Rockstars account to practise their Times Tables at home. Times Tables are tested at school.</p>