



St Nicholas' Primary School Homework Policy

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Introduction

We believe that there is a great advantage in children continuing their learning beyond the school day. Different learning opportunities set by the school aim to support, reinforce and extend the work that children are engaged in within the classroom. At all stages of their education children benefit from having an interested adult at home who will find time to talk to them about a variety of topics, including the work they are doing at school. Learning at home should provide the opportunity for a child to have quality time with an adult supporting their learning in a positive way.

Aims

Home learning should:

- ❖ ensure that children make the best progress possible;
- ❖ help parents/carers to keep in touch with their children's learning at school;
- ❖ provide opportunities for parents and children to work together to enjoy learning experiences;
- ❖ exploit resources for learning, of all kinds, at home;
- ❖ give children the opportunity to practise skills which have been taught at school;
- ❖ prepare children for the demands and expectations of secondary school by getting them in the habit of regular work after school.

The type of task or activity

Learning at home does not just mean completing work sheets and formal written exercises carried out without help from adults. All children need to participate in purposeful joint activities



and tasks with their parents. Talking together and enjoying one another's company. Having fun together, playing games, reciting rhymes, reading, learning and revising facts. Visiting the library or local museums, preparing to give a talk about a hobby or an enthusiasm, finding out about an aspect of a topic being studied at school. Carrying out mathematical activities that make use of the home context, e.g., weighing ingredients for cooking, estimating the number of potatoes, weighing the rice needed for dinner, helping with the shopping and carrying out simple transactions with money.

As children get older, learning at home will gradually become more varied and demanding and although the emphasis will still be on parents and children working together on various activities, there will also be opportunities for children to develop the skills of independent learning.

Learning at home – frequency and content of tasks

Foundation Stage

Approximately 10 – 15 minutes a day

Daily

- ❖ Reading together, sharing books, rhymes and stories.
- ❖ Learning words and phonics.
- ❖ Maths activities, e.g., counting, recognising numbers and shapes, playing with dice and money.

Key Stage 1

At the beginning of each term, a newsletter will be sent home which will include general ideas for home learning (Years 1 & 2).

Approximately 15 minutes a day, to include:

Daily

- ❖ Reading together, sharing and talking about books rhymes and stories.
- ❖ Child reading to or with an adult. Adult reading to the child.
- ❖ Playing games to practice and reinforce mainly number facts: adding and subtracting, doubling and halving, counting in twos, fives and tens.
- ❖ Practising reciting number bonds and simple tables to encourage fast recall.

Weekly

- ❖ Impact diaries

Occasionally children may be asked to find out information about topics being studied in school. Other homework will be given as appropriate.



Key Stage 2

Years 3 and 4

Approximately 20 minutes a day, to include:

Daily

- ❖ Reading and discussing the content of the book (targets set weekly).
- ❖ Learning to spell common words (set and tested weekly).
- ❖ Playing games to reinforce number facts, adding and taking away, doubling and halving, times tables as before with the emphasis on quick recall.

Weekly

- ❖ Written task, either maths or literacy, linked to the work in class.

Occasionally, as appropriate, children will be asked to research a topic being studied in school or complete an investigation.

Key Stage 2

Years 5 and 6

Approximately 30 minutes a day, to include:

Daily

- ❖ Reading and discussing the content of the book to ensure understanding.
- ❖ Learning to spell common words (set and tested weekly).
- ❖ Mental arithmetic: times tables, doubling and halving, practising getting quicker with mental calculations.

Weekly

- ❖ Maths (unless extra work on times tables is set) and literacy (often to do with grammar).
- ❖ Occasionally research for a topic, collecting resources for a project or a maths or science investigation.

In Year 6, there will be formal assignments and revision in English, Maths and Science for children to complete weekly from January.

Responsibilities:

It is the responsibility of the child:

To take their books and homework activities home, to work at home to the best of their ability and to bring their books and homework back to school on time. As children get older they may be asked to take unfinished work home to complete.



It is the responsibility of the parent/carer:

To make sure that homework is, at least, attempted. We want parents to support their child's learning in whatever way they can. Talk to your child about the books they are reading, share the tasks/activities and support your child. Ensure that your child has completed the work to the best of their ability and that it is returned to school on time. Please note, we want the work to reflect your child's understanding and that mistakes are allowed! If your child has needed a lot of support please write us a note so we are aware. We would also like you to initial or sign the reading diary to acknowledge when you have read or discussed a book with your child.

It is the responsibility of the teacher:

- ❖ to set tasks and activities that are appropriate to the age and ability of the child;
- ❖ to ensure that the work is clearly understood;
- ❖ to tell the child when to bring it back; • to carefully monitor the completed tasks/activities;
- ❖ to give the child feedback;
- ❖ to provide suitable guidance to parents. For example, termly maths target sheets

Teachers will respond to homework in a variety of ways, these may include:

- ❖ giving children recognition and praise for their efforts;
- ❖ discussion with the child;
- ❖ inviting the child to display their work;
- ❖ inviting the child to share their work with others;
- ❖ giving individual feedback.

Notes:

- ❖ We would like every child to bring their book bag to school every day.
- ❖ Reading does not just refer to the 'reading books' that we send home. All types of reading are to be encouraged, including comics, newspapers, library books, posters, shopping lists, cereal packets, instructions for games and so on.
- ❖ It is a Government expectation that homework is set at Primary School and increases in amount as they move through school. We have tried to create a policy which takes that into account but also gives flexibility so that valuable out-of-school activities can continue.
- ❖ Children make the best progress when they have an interested adult at home to support them.

We hope you will enjoy working and learning together.

