St John of Jerusalem
Church of England Primary School

Homework Policy

September 2016 – July 2017

Vision Statement

Within a friendly, caring Christian community - with children at the heart of our school - we will ensure:

- High academic standards
- Each child is motivated to reach their full potential through high quality, enjoyable teaching and learning
- Each child has access to a rich, broad and balanced curriculum
- High expectations of both staff and children
- Staff and children have high expectations of one another
- Christian faith and values inform the whole life of the school and that each child is provided with a wide range of opportunities to develop in body, mind and spirit
- Respect for all faiths is encouraged so that the school is inclusive of the community it serves and so that each child develops the confidence, sensitivity and skills to live in a diverse community
- Everyone in the school community is treated fairly and encouraged to develop their skills, self-confidence and self-esteem
- Everyone's views are valued and children are encouraged to develop a sense of pride, ownership, responsibility and independence
- Mutually positive relationships between the school and the wider community
- A close partnership and involvement of parents and carers

ST JOHN OF JERUSALEM CE PRIMARY
HOMEWORK POLICY

Rationale:

Homework is important at all stages in a child's education and when used properly, it extends the challenges open to the pupil and ensures that teaching time is used to maximum effect. Homework makes a significant contribution to the development of independent learning.

Homework refers to any work or activity which pupils are asked to do outside lesson time, either on their own or with parents or carers. This work will be marked where appropriate.

We believe homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together, thereby foster an effective partnership between home and school.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

We recognise that all children need leisure time and hope that our policy reflects a balance so that children can extend and consolidate their learning with parental support while still allowing 'down time.' A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for Secondary School. Most of the homework is provided for completion over the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables, spellings are proven to be better when completed in shorter daily sessions.

Key stage 1 - Homework will be given out on a Friday and needs to be returned on a Wednesday

Lower key stage 2- Homework will be given out on a Thursday and needs to be returned on a Wednesday

Upper Key stage 2 - Homework will be given out on a Thursday and needs to be returned on a Tuesday

Foundation Stage	• Children will take home a Home school book to complete with their parents. • Children will share their news with other children and are encouraged to ask and answer questions • During the year, children are given simple spellings and high frequency words to learn • Children should read at home at least three days a week • Children are asked to bring things in during the year to enhance focused activities (show and tell) • Nursery children will have a project to complete at home once a term
Key Stage One (Years 1 and 2)	• Children will be given a list of 6-10 spellings to learn which will follow the spelling patterns taught in their phased groups or linked to curriculum. • Children will be given a maths and literacy activity to complete (Year 1 will receive this in term 2 and 3) • Children are expected to at least read every night for at least 15 mins • A project will be set which is linked to Science or Topic work every 2-3 weeks • The learning of 2,3,5 and 10 times tables is on-going (Year 2) • Learning to count in 2, 5 and 10 times tables is on-going (Year 1)
Year 3	• Children will be given a literacy and numeracy activity weekly • Children are expected to read every night for at least 20 mins • A spelling list will be provided every week and will be tested within school • A half termly project will be set which is linked to Science or Topic work • Learning of multiplication facts for a weekly test (2,3,4,5 and 10 times tables)
Year 4	• Children will be given a literacy and numeracy activity weekly • Children are expected to read every night for at least 20 mins • A spelling list will be provided every week and will be tested within school • A half termly project will be set which is linked to Science or Topic work • Learning of multiplication facts for a weekly test (2,3,4,5,6,7 and 10 times tables)– a mental maths test will take place fortnightly
Year 5	• Children will be given a literacy and numeracy activity weekly • Children are expected to read at home each evening (20 minutes each day).

	• A spelling list will be provided up to 15 words will be given. Children are expected to learn this for a test the following week. • A half termly project will be set which is linked to Science or Topic work • Learning of multiplication facts on-going (2,3,4,5,6,7,8,9 and 10 times tables)– a mental maths test will take place fortnightly
Year 6	• Children will be given a literacy and numeracy activity weekly • Children are expected to read at home each evening (20 minutes each day). • A spelling list will be provided up to 15 words will be given. Children are expected to learn this for a test the following week. • A half termly project will be set which is linked to Science or Topic work • Learning of multiplication facts on-going (2,3,4,5,6,7,8,9 and 10 times tables)– which will be checked through regular mental maths tests
The role of the Governing Body	The Governing Body has: • delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy; • nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body; • responsibility for the effective implementation, monitoring and evaluation of this policy
The role of the Headteacher	The Headteacher will: • promote this policy by raising its status and importance; • ensure that homework is built into teachers planning; • provide supportive guidance for parents; • keep up to date with new developments with regard to homework; • monitor and evaluate this policy
The role of Teachers	Teachers must: • integrate homework into their planning; • set interesting tasks or activities; • set homework appropriate to each child; • explain when, what and how the work is to be done so that each child clearly understands; • provide feedback in line with the marking and feedback policy
The role of Parents/Carers	Parents/carers are asked to: • sign the Home-School Agreement indicating their support for homework; • praise the value of homework to their children; • provide a suitable space in their home where their

	children can concentrate on their homework; • establish a homework routine such as no television; • provide materials pens, pencils etc.; • go through the homework before their child starts and discuss the completed work when finished; • make the experience pleasurable; • find time to work with their child or be at hand if a problem arises; • discuss, encourage and praise their child's efforts; • contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it; • contribute to school evaluation so the school can monitor and evaluate its effectiveness
The role of the children	Children are asked to: • complete their homework and hand it in on time; • listen carefully in class to make sure they understand what is asked of them; • contribute to pupil interviews and pupil questionnaires on homework • for the school to monitor and evaluate; • make sure they get feedback on their homework; • highlight to the School Council any ideas they may have about homework • complete their homework using appropriate writing materials • have a go at all their homework activities
Types of Homework	• All homework tasks and activities are designed to consolidate and reinforce skills and understanding in numeracy and literacy and enhance cross curricular teaching.
Feedback	All children receive prompt feedback on their homework in a variety of forms such as: • verbal • written • class discussion • praise and recognition during an achievement assembly Parents are asked to: • give teachers any feedback they feel might be useful; • encourage their children to talk about the feedback they have received; • contact the school if they have any concerns
Monitoring of homework	• The school is committed to setting regular homework appropriate to the age, needs and experiences of the child. In turn we ask parents to support their children's learning by undertaking activities identified in the homework diary in KS2 and the reading record in KS1 • Homework is monitored on a regular basis by staff to assess pupil progress, to reward consistent effort and

	to ensure parental support in line with our home - school agreement. Pupils who do not complete homework can complete it in school in their own time. • Each class teacher keeps a register of completed homework. This helps to monitor children's attitudes and achievement and helps inform discussions with parents at parent evenings. Children who complete homework are rewarded in line with the school's behaviour policy. • Parents will be notified by letter if their child regularly fails to submit completed homework.
Monitoring the effectiveness of the policy	The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors

Note: This policy will be reviewed annually

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Signature of Headteacher	
Date signed	
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Signed off by chair of Governors	Alister Bould
Signature of Chair of Governors	
Date signed	