



We welcome everyone into our community to live, love and learn together in the light and example of Jesus Christ.

Our Lady of Fatima Primary School

Homework Policy

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 and, thereby, fosters 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 this policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing appropriate time for rest and leisure activities.

A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so that 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, so that 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.

At the beginning of the academic year, each year group will be informed of what is expected of them with regard to homework. Parents will be issued with a newsletter each term to inform them about the main topics and units of work being covered. All pupils have homework books in which they complete homework.

The nature of homework will change as children get older. For children in Key Stage 1, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective. Short activities such as reading together, learning spellings and number facts - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment. As children become older, homework provides an opportunity for them to develop the skills of more independent learning in a supportive environment.

It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 6 their homework programme will cover a wide range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and also ensure that, in relation to homework as much as to other aspects, their transition to Year 7/Secondary school is as smooth as possible.

Homework is differentiated to take account of individual pupils needs and will include:

Home Reading

The importance of reading at home cannot be over-emphasised and we hope that children will read for pleasure in their own time. Reception Class and Key Stage One pupils will be provided with a suitable school reading book, which can be taken home to read with a parent or other adult person.

A reading diary is provided for parents/carers to sign every day when they have listened to or shared a book with their child.

Pupils in Key Stage Two will be expected to take more responsibility for their own reading. Parents will be asked to sign reading homework diaries on a daily basis to indicate that it has been completed.

Spellings

Spellings will be given to each child to learn using the Look, Say, Cover, Write and Check method. Spellings will be differentiated including key words as well as topic words.

Numeracy

Homework will be provided for pupils to consolidate or revise particular mathematical skills. In Foundation Stage and Key Stage One pupils will be expected to practise key skills and key mathematical language.

In Key Stage Two, pupils will be required to learn key facts, for example, helpful rhymes, times tables and homework to practise calculation skills.

Religious Education:

From time to time pupils will bring home a 'Prayer Bag' containing artefacts to promote discussion, reflection and prayer. They will also be asked to write a prayer in their Class Prayer Book. In Years 3 and 6 children are encouraged to discuss tasks with their families related to their Sacramental preparation.

Topic Work:

Pupils will be given the opportunity to research topics they are studying in class as they move through Key Stage 2. This research could be sourced from the local library, the internet or from family members. Practical Science/topic related tasks may be given during each term. Pupils will be given the opportunity to feedback and talk about their research. Parents should ensure that if their child is using the internet, appropriate parental blocks are in place.

Other activities may include:

- Handwriting Practice
- Writing tasks
- Learning songs or scripts for assemblies
- Investigations/Research
- Activities on the Intranet
- Additional individual tasks that are essential for making progress

<p>Role of the Governing Body</p>	<p>The Governing Body has:</p> <ul style="list-style-type: none"> -delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy -nominated link governors to visit the school regularly, to liaise with the Headteacher/ Deputy Headteacher and to report back to the Governing Body - responsibility for the effective implementation, monitoring and evaluation of this policy
<p>Role of the Headteacher</p>	<p>The Headteacher will:</p> <ul style="list-style-type: none"> -promote this policy by raising its status and importance -ensure that homework is specifically linked to schoolwork and individual learning needs/targets -provide supportive guidance for parents -keep up to date with new developments with regard to homework -monitor and evaluate this policy
<p>Role of the Teachers</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> - integrate homework to compliment lessons -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
<p>Role of the Parents/Carers</p>	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> -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 -provide materials pens, pencils etc. -go through the homework before their child starts and discuss the completed work when

	<p>finished</p> <ul style="list-style-type: none"> -make the experience pleasurable; -find time to work with their child or support if a problem arises -discuss, encourage and praise their child's efforts -contact the class teacher if they are not sure of some aspect of the homework or if their child is experiencing difficulties in completing it
Role of the Children	<p>Children are asked to:</p> <ul style="list-style-type: none"> -complete their homework and hand it in on time -listen carefully in class to make sure they understand what is asked of them -make sure they read and respond to marking and feedback on their homework -highlight to the School Council any ideas they may have about homework -complete their homework using appropriate writing materials -attempt all homework activities
Feedback	<p>All children receive prompt feedback on their homework in a variety of forms such as:</p> <ul style="list-style-type: none"> -verbal -written -class discussion -praise. Rewards and recognition during an achievement assembly <p>Parents are asked to:</p> <ul style="list-style-type: none"> -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

This updated policy, led by the deputy headteacher Mrs van Vliet, was approved by the Governing Body on 27.11.2013 following consultation with parents / carers and teachers.

Signed _____ Date _____

(Chair of Governors)