



Homework Policy

Aims of the School

1. *The school aims to show concern, in a school that looks to Christ for the basis of its existence, for all the teaching staff together with all the non-teaching staff and parents, as well as the pupils.*
2. *The school aims, through prayer, worship and liturgy, to develop the Faith of each individual in the school community.*
3. *The school aims to ensure that the curriculum provides a Catholic Christian setting in which the children can grow in Faith and understanding and in the acquisition of skills, attitudes, values and knowledge.*
4. *The school aims to prepare the pupils to become active and responsible within the home, school, parish and the wider community in which they may live.*

MISSION STATEMENT

*At St. Anthony's we believe
we are a community striving
to live, love and learn together
joyfully following Jesus Christ.*



Homework Policy

The purpose of homework

- *Developing an effective partnership between the school and parents and other carers in pursuing the aims of the school. This is also, of course, the purpose of home school agreements.*
- *Consolidating and reinforcing skills and understanding, particularly in literacy and numeracy.*
- *Extending school learning, for example through additional reading.*
- *Encouraging pupils as they get older to develop the confidence and self discipline needed to study on their own.*

Through this policy we aim to:

- *Ensure consistency of approach throughout the school.*
- *Ensure progression towards independence and individual responsibility.*
- *Ensure the needs of the individual pupil are taken into account.*
- *Ensure parents/guardians have a clear understanding about expectations from themselves and the pupil.*
- *Improve the quality of learning experience offered to pupils.*
- *Extend and support the learning experience via reinforcement and revision.*
- *Provide opportunities for parents, pupils and school to work in partnership.*

- Provide opportunities for parents and pupils to work together to enjoy learning experiences.
- Encourage children to develop long term strategies for future needs.
- At year 6, to prepare children for secondary transfer.

At St. Anthony's we recognise that the purpose of homework will change as the child gets older.

In Key Stage 1, short activities of different kinds – simple games, learning spellings and number facts and, of course, reading together – provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practice key skills in a supportive environment. As children get older homework will provide an opportunity for children to develop the skills of independent learning, and this should increasingly become its main purpose. 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 week schedule. This approach will benefit their learning and also ensure that, in relation to homework as much as to other aspects, their transition to secondary school is as smooth as possible.

The type and amount of homework which is appropriate for pupils of different ages.

The main focus of homework for children in St Anthony's school will be on English and maths. Science and other subjects will be added to the programme as children move up the school, without losing this focus on literacy and numeracy. Again, homework does not just mean formal exercises carried out by children with help from adults. Particularly in the case of younger children, it is the involvement of parents and carers in joint activities, which can be very brief, which is most valuable in promoting children's learning.

Regular reading is vital. For children in Foundation and Key Stage 1 homework will very largely consist of regular reading with parents and carers, looking at books together. Reading practice and listening to others read continues to be essential right through primary school. Reading is that all primary school age children should either read to their parents or carers, listen to them reading or, if they are fluent readers, read on their own for at least 10 to 20 minutes a day. This may be done in the context of homework, for example a six year old reading her school reading book to a parent or a ten year old reading a reference book for a history project. Or it may be done separately – parents reading stories to children or children reading out signs or notices on the way to school.

Other literacy related homework will include, of course, learning spellings and practising correct punctuation. In Maths St. Anthony's will set number games and tasks, and more formal exercises for older children, that they can do at home, involving parents or carers. All these and other homework activities should be carefully designed to meet children's individual needs, including any special educational needs.

The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning. At St. Anthony's school we have a clear idea of the tasks which we want pupils to do as homework and to plan these tasks as part of our schemes of work for different areas of the curriculum, particularly English and maths.

Learning Journals

Each child will be given their own learning journal. A task will be given and it is up to the child how they complete the task. The learning journal is designed so the child can work across a double A4 page to represent their ideas, however if they would like to create 3D representations then a photo can be taken and placed in the journal either by parents or by school. The tasks given are designed to enhance and extend the work being taught in the classroom. If additional resources and/or time is needed by any child then they can work in club during lunchtime if it is required. Children should be commended on completing the task set. Examples of types of learning journals tasks can be found at <http://www.learninglogs.co.uk>

Special Educational Needs

Setting the right type and amount of homework for children with special educational needs is not always easy. Some children in St. Anthony's school may benefit from special tasks separate from the homework set for other children in the class. On the other hand, it is important that they should do as much in common with other children as possible. Setting appropriate homework, which does not demand too much or too little of children and their parents, needs close co-ordination between class teachers, special needs co-ordinators and parents. Tasks should:-

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

Homework should not be seen as the way of attempting to get children with identified learning needs to catch up with the rest of the class.

How homework will be planned and co-ordinated so that the demands on pupils are balanced and manageable.

- The class teacher will be responsible for ensuring that the demands of homework are manageable for pupils and parents/carers on a day to day basis.
- The Headteacher with the staff will agree regular patterns to homework, particularly for English and Maths.

- Some homework may need more than one evening to be completed, for example to allow sufficient time for information to be collected or to take account of any after school activities the children may be doing. Homework will be monitored to ensure that the demands on pupils are as even and balanced as possible.

The role of parents and carers in supporting pupils

In general terms parents and carers should be encouraged to:-

- *Provide a reasonable peaceful, suitable place in which pupils can do their homework – alone or, more often for younger children, together with an adult – or help pupils attend other places where homework can be done, such as homework clubs or study support centres.*
- *Make it clear to pupils that they value homework and support the school in explaining how it can help their learning.*
- *Encourage pupils and praise them when they have completed homework..*

Beyond this parents and carers of younger children, in particular, should be encouraged, as far as possible, to become actively involved in joint homework activities with children. To help them in this they may need careful guidance from class teachers.

Homework and study support facilities

- ❖ *We offer a quiet place in school during lunchtime for key stage 2 children where children who are unable to complete homework at home for various reasons are able to carry out any homework tasks if necessary and therefore have access to any necessary resources including computers/Ipads.*
- ❖ *Visits to Kingshurst library is organised for all year groups.*
- ❖ *Children who attend the Mighty Ants After School Club are given the opportunity to complete their homework if they choose to do so.*

Feedback for pupils, parents or carers and teachers

Where homework is done together with adults, children will often receive immediate feedback on what they are doing. In the case of work they do on their own it is very important that they build on it, and/or receive appropriate feedback as quickly as possible. This may be through class work (for example class discussion or feedback on work of which the homework assignment is a part) or through tests for example tables and spellings), or through individual comments from their teacher (for example on written assignments). Providing individual written feedback is, of course, demanding on teachers' time. The range of tasks set for homework should take this into account, with the aim of keeping the workload of teachers manageable. Other strategies to achieve this objective will be employed, such as asking pupils to review their own work in small groups. Where parents and carers have carried out activities with children, teachers will be interested in feedback from them, both on how well the children did the activities and on whether the activities were interesting/too easy/too hard. Each child will be provided with a homework book in which both teachers and parents can record comments.

Homework Examples

FKS	<p>Although a “timetable” of homework is not a statutory requirement for Foundation Stage, parents will want to support their child’s learning through helping their child with learning sounds and letters, reading, letter and number formation, numbers and speaking & listening activities. The help parents give at this stage will clearly be mainly practical and also invaluable.</p>
KS1	<p>Reading:-</p> <ul style="list-style-type: none">BooksActivitiesSpelling/PhonicsBook ReviewsLetter and number formationCreative and extended writingNumber bondsMaths Times TablesMaths ActivitiesLearning journal
KS2	<ul style="list-style-type: none">ReadingBook ReviewsSpellings/ strategies/PhonicsActivity SheetsHandwritingExtended WritingMental skillsMaths activitiesTimes TablesLearning journal