



# **ST PAUL'S CRAY CE PRIMARY SCHOOL**

## **HOMEWORK**

## **POLICY**

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## **Homework Policy**

### **Aim**

- There should be a whole school approach to homework which ensures progression and continuity between year groups.
- Homework allows children to practise work done at school.
- Children should learn how to take responsibility as they get older for organising homework, recording it in their homework diaries.
- Parents and children should be fully aware of the expectations of each class teacher regarding homework and parents will see the outcome of tests in the homework books.

### **Organisation**

- Parents and children will be given a curriculum letter and homework timetable at the beginning of each term.
- Homework will be handed out on Friday and handed back the following Thursday.
- Children will be rewarded for completing homework with a bonus point. Extra points will be available depending on quality of work e.g. project work.
- Homework will be done in a homework book where presentation will be monitored by staff (KS1 and KS2).
- Pupils who don't complete homework will lose 'own time' (KS1 AND KS2)
- Homework will be differentiated to meet the learning needs of different ability groups in each class.

### **Support for parents**

- Parents may access an annual meeting with the mathematics subject leader to assist with calculation strategies used in school
- Teachers will include an example of maths strategy when necessary on homework to assist parents
- Parents of younger children will be given information about helping with reading
- Parents wishing to ask class teachers about homework are welcome to do so before or after school or by appointment
- Older pupils (Year 5&6) use homework planners to help them and remind parents of daily homework expectations.
- All class tests will go into homework books so parents can see them on a weekly basis.

### **Reporting to Parents**

- In the annual report sent home to parents the school comments on the quality of homework for every pupil as well as a comment about whether homework is done consistently.

Year Group	Expectations
Nursery	<ul style="list-style-type: none"><li>• Home-school sharing folder with a weekly activity (usually practical) in.</li><li>• Books can be taken from class library to be shared at home daily</li></ul>
Reception	<ul style="list-style-type: none"><li>• Home reading daily and to be signed by</li></ul>

	<p>a parent/carer twice a week</p> <ul style="list-style-type: none"> <li>• High frequency words and half termly sounds to be practised at home</li> <li>• Half termly projects e.g. holiday scrap book</li> </ul>
Year 1 and year 2	<ul style="list-style-type: none"> <li>• Year 1 phonic activities in autumn term with the addition of spellings in spring and summer term</li> <li>• Year 2 spellings and sentences</li> <li>• Weekly maths games to take home</li> <li>• Reading to adult at least 5 times per week- signed in book and refer to Reading targets</li> <li>• Half termly holiday projects – reinforcing topic work done in class</li> </ul>
<p>Year 3,4,5, and 6</p> <p><i>Lower KS2 Autumn spellings only, Spring and Summer spellings and grammar</i></p> <p><i>Upper KS2 – grammar AND spelling weekly</i></p> <p><i>Suggested guidance (Age related expectations):</i></p> <p><i>Year 3 and 4- 10 spellings to learn, 5 sentences to write</i></p> <p><i>Year 5- 12 spellings to learn, 6 sentences to write</i></p> <p><i>Year 6- 15 spellings to learn, 8 sentences to write</i></p>	<ul style="list-style-type: none"> <li>• Weekly Grammar work and/or Weekly spellings to learn with sentences</li> <li>• Weekly number agility practise (tables and number bonds)</li> <li>• <i>Daily reading and</i> at least 3 times per week with adult signature</li> <li>• Half termly holiday project based work – reinforcing topic work done in class with clear guidance for parents and children</li> </ul>

Sue Hickman 2013