



**The**  
**Rosary Trust**  
**St Clare's Catholic Primary**  
**School**  
**Homework Policy**

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## **St Clare's Catholic Primary School**

### **Homework Policy**

At St Clare's we believe that we are working in partnership with parents and carers to ensure that all children receive every opportunity to develop. Homework is one avenue through which this collaborative relationship can support a child's development.

### **Aims and objectives**

Through this policy we aim to:

- Ensure that parents are aware and clear about what their child is expected to do to and how they can support them.
- Ensure consistency of approach throughout the school.
- Use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities to parents, children and the school to work together in relation to their children's learning.
- Encourage pupils and parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- Practise or consolidate basic skills and knowledge.
- Encourage children to develop the responsibility, confidence and self-discipline to study independently.

### **The nature of Homework**

Homework itself can be set in many different ways with varying outcomes and expectations.

1. The type and nature of homework changes throughout a child's school career.
2. The amount and frequency of tasks set will increase as the pupil gets older.
3. Homework is not intended to cause stress to the child, the parent or the teacher.
4. Tasks are not always in a written format.
5. Homework is set consistently from Early Years to Year Six.

### **Recommended Time allocations and Tasks**

The recommended times are indicative of the time the task should take, where a pupil is spending far longer on a given task and it is causing stress, then parents are asked to speak with the class teacher to raise their concerns. Conversely if the work is completed in a short space of time please speak with the teacher.

The time allocated for reading is the minimum requirement related to the reading schemes used at the school. Children are free to read over and above this minimum requirement for their personal enjoyment from a range of texts be it from school, home or libraries.

## Homework Guidelines

<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
Daily  Reading books  Sight words and sounds  Number recognition grids may also be sent out through the course of the year.	Daily  <u><b>Year 1</b></u> Maths and phonics sheets  <u><b>Year 1/2</b></u> Maths and phonics/Spellings sheets  <u><b>Year2</b></u> Maths and spellings sheets.  All KS1 classes will send out topic homework from time to time	Daily  Reading, Spellings and times tables.  Weekly Maths tasks will be linked to the learning for that week English linked to the learning for that week.	Daily  Reading, Spellings and Times tables  Weekly Maths tasks will be linked to the learning for that week English linked to the learning for that week.  Homework tasks linked to the topic will be sent throughout the year. <u><b>Y6</b></u> End of Key Stage revision as appropriate.
Time spent on homework: Daily tasks should be completed regularly and should not take much time. (5-15 minutes) Weekly tasks may require longer periods of time but should not take longer than 30 minutes. Topic related tasks which are to be completed over a half term can take up more time.			

Please check with individual class teachers as to when homework is given and expected to be brought back as this may change in each class. If you are unsure about how much time your child is spending on homework please speak to the class teacher.

## Role of the Class Teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child.
- To set up homework in an easily followed routine.
- To ensure that given homework matches the needs of and supports the children in the class.

- To ensure that any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete given tasks.
- To acknowledge and mark homework as appropriate and give feedback to the pupils.

### **Role of Head teacher and the Governing Body**

- To check compliance with the policy.
- To meet and talk with parents as appropriate to discuss any concerns raised.
- To discuss any issues raised with staff.
- To ensure all new parents to the school are aware of the home work policy and what it entails.

### **Role of Parents and Carers**

- To support the children in doing their homework.
- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and support the school by explaining how it can help learning.

We are very keen for parents to be involved in their child's learning and value the role they play in supporting homework, however there are times when we want to see what children can do on their own. It is particularly important as the children get older, that they develop their independence and personal research skills to support their learning.

### **General**

- Where appropriate staff will mark homework promptly and return it to the pupil. In this way the whole process of setting and completing homework is given a higher status and profile. This also sends a message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their work and giving them feedback on how well they have met the objectives. Not all homework is marked in writing, verbal feedback may also be given. All homework will however be acknowledged.
- If children are absent through illness we will not send work home as it is assumed that the child is too ill to work.
- If a child is absent for a length of time e.g. with a broken limb, the parent and the teacher will confer on how best to support the child.

