

# HOMEWORK POLICY

The government's homework policy states that schools must set homework. Learning at home is believed to be 'an essential part of good education'.

St Nicholas' School believes that homework is of benefit to all pupils. It

- ◆ promotes home-school links
- ◆ improves attitudes to learning and self discipline
- ◆ encourages independent learning
- ◆ provides additional time for study which helps to achieve higher standards

We believe that regular homework is important. It gives pupils the opportunity to practise, at home, the tasks done in class and helps them work towards improving important skills. It also encourages children to become more confident and independent in their learning which will help throughout their time at school and, later, in adult life.

Our homework policy is designed to

- ◆ ensure consistency of approach throughout the school
- ◆ encourage pupils to work towards independence and to assume responsibility for their own learning
- ◆ enable parents/carers to have a clearer understanding of the work undertaken, by their children, in school
- ◆ provide opportunities for parents, pupils and school to work together in partnership and to encourage pupils and parents to share and enjoy learning experiences.
- ◆ extend and support learning

Children who require individual help, and whose parents have been informed, may be given regular homework which could include:-

- ◆ Phonic practice (oral or written)
- ◆ Handwriting practice
- ◆ Finishing work
- ◆ Number work

At St. Nicholas we are committed to maintaining and raising standards. We also firmly believe that education is a partnership between home and school. Homework is a way of helping our pupils to achieve greater success and a way of developing an essential home school partnership.

We know that, as parents, you will want us to give your child(ren) as many opportunities for learning as possible and we expect that you will give him/her every support and encouragement in his/her homework activities.

## Implementation

### Pupils will:

- ◆ Complete each homework task in the time allowed and hand it in, as necessary, to the teacher on time.
- ◆ Produce the best work they possibly can.
- ◆ Know that help will be given in school if it is needed.

### Teachers will:

- ◆ Set homework regularly. Teachers appreciate the time taken to complete homework tasks and will mark and / or comment on each piece of work.
- ◆ Explain any homework to children who have tried but found it difficult, so that work can be completed and handed in on time.
- ◆ Give sufficient time for all tasks to be completed.

### School will:

- ◆ Inform parents if a child falls behind with homework.
- ◆ Identify core homework tasks that will be a common entitlement for all pupils (see below).



## Suggested Activities for Homework

Year Group	Tasks set every week	Tasks set occasionally
Reception	<ul style="list-style-type: none"> <li>◆ Learning high frequency words to support reading and writing.</li> <li>◆ Reading and discussing books/stories at home with parent/adult support.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Find and bring in items for topic work.</li> <li>◆ Special projects e.g. Paired Science.</li> <li>◆ Shared tasks with parents.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>◆ Reading and discussing books / stories at home with parent / adult support. It may also include learning key words for reading</li> <li>◆ Comprehension activities</li> <li>◆ Spellings – learn sounds and spellings for a weekly test</li> <li>◆ Maths – in relation to work covered in class.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Practising and learning words for class/special assemblies</li> <li>◆ Find and bring in items or information for topic work</li> <li>◆ Special projects e.g. Paired Reading / Science</li> <li>◆ Finish incomplete work / repeating work of an unacceptable standard.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>◆ Reading and discussing books / stories at home with parent / adult support.</li> <li>◆ Weekly spellings – some linked to phonic work covered in class, some commonly mis-spelt words.</li> <li>◆ Mathematics in relation to work covered in class e.g. multiplication tables.</li> <li>◆ Literacy activities in relation to class work</li> </ul>	<ul style="list-style-type: none"> <li>◆ Learning / practising words for class / special assemblies</li> <li>◆ Find and bring in items for class work</li> <li>◆ Special projects e.g. Paired Science</li> <li>◆ Finishing incomplete work</li> <li>◆ Repeating work of an unacceptable standard.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>◆ Reading and discussing books / stories at home</li> <li>◆ Weekly spellings – phonic words, commonly mis-spelt words</li> <li>◆ Literacy activities or topic based work</li> <li>◆ Maths activities including learning tables</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reading journal activities</li> <li>◆ Learning / practising words for class / special assemblies</li> <li>◆ Research for own projects or to support work in school</li> <li>◆ Finishing incomplete work</li> <li>◆ Repeating work of an unacceptable standard.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>◆ Reading and discussing books / stories at home</li> <li>◆ Learning / revising multiplication tables or mathematical facts.</li> <li>◆ Weekly spellings</li> <li>◆ Mathematics linked to work covered in class</li> <li>◆ Reading or writing activity linked to work covered in class.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Comprehension activities</li> <li>◆ Learning / practising words for class / special assemblies</li> <li>◆ Research for own projects or to support work in school</li> <li>◆ Finishing incomplete work</li> <li>◆ Repeating work of an unacceptable standard.</li> </ul>

## Monitoring and Review

This policy will be subject to review by the Governing Body, in line with other school curriculum policies, on at least a two-year basis. The Senior Leadership Team will monitor its implementation on a continuous basis in order to maintain consistency in approach and expectation throughout the school.

## **Send and Dyslexia Friendly Schools' Policy Statement**

At St. Nicholas First School, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel, whatever their level of ability. Lessons provide opportunities for pupils to recognise and develop their own learning style, (auditory, visual or kinaesthetic), through varied and flexible provision across a broad and balanced curriculum.

In order to meet the needs of all our pupils, we hold the Schools' Dyslexia Friendly, Level 1 Award and are actively working towards Dyslexia Friendly Schools' Full Status.

As a school, we believe that a Dyslexia Friendly environment and teaching styles will benefit the learning of all pupils and not just those with dyslexic tendencies. Strategies that are good for the dyslexic learner are good for everyone.