

The Good Shepherd Primary Catholic Voluntary Academy



Homework Policy

Mission Statement

*Our mission is to develop our children with active and creative minds,
a sense of understanding and compassion for others and
the courage to act on their Catholic beliefs.*

*In our school community we celebrate our faith and we work together
to achieve our personal potential by trying to live like Jesus and
become the person that he wants us to be.*

Ratified On:	December 2018
Review Date:	December 2019
Chair of Governor's signature:	Mrs R Burke
Headteacher's signature:	Mrs M.H.B. Williams

Homework Policy



Proverbs 1:7:

The fear of the LORD is the beginning of knowledge: but fools despise wisdom and instruction.

GUIDING PRINCIPLES

- To provide a clear definition of the purpose and nature of homework at The Good Shepherd Academy
- To identify our shared view of good practice
- To establish how homework will be organised and how we can ensure progression across the school
- To identify the roles and responsibilities of those involved
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning at The Good Shepherd Primary Catholic Academy

Definition

At The Good Shepherd Academy, we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

Purpose

The purpose of homework at The Good Shepherd Academy is to provide opportunities for parents/carers to be involved in their child's learning. It enables children to practice and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

Good Practice

At The Good Shepherd Academy we believe that the following principles instil good practice:

- That staff, parents and governors are involved in developing the policy and that it is a process which takes place over time and results in the completion of a written document through questionnaires, discussion and consultation
- The policy is coordinated by a senior member of staff
- A variety of approaches are used to ensure that parents and children are aware of homework expectations and organisation. This includes information on the website, booklets and parent workshops
- Homework allocations are made clear

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- There is regular feedback and praise for completed work and a system in place for responding to children who fail to complete the work by the deadline set
- The reasons why homework has not been completed are investigated before action is taken
- The policy is reviewed regularly in line with the School Development Plan
- Monitoring takes place regularly to ensure that the policy requirements are being fulfilled
- Each child has a Homework Diary in which parents can record any comments and where termly homework leaflets can be placed.

Range of Activities

Activities are set for the children on a weekly basis. These include KIRFS, Times tables and number bonds, Repeat and Complete (when necessary), daily reading and spellings.

Activities are set to complement RE, Science and Topic in order to develop children's learning. A variety of tasks are used to extend and challenge the children. These can include:

- Speaking and listening activities
- Word investigations
- Book reviews
- Independent research
- Practical mathematics investigations
- Collecting items linked to a theme
- Skills practice across a range of areas
- Data collection
- Educational games

Organisation

- Progression is planned from Foundation to Key Stage Two through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.
- In the Foundation Stage, children are expected to read daily for approximately 10 minutes, undertake sight word learning, maths games and activities related to Topic, Science and RE.
- In Year One, children are expected to read daily for 10 minutes, learn their 8 spellings and carry out their maths tasks. Between March and June, there is an expectation that Phonics based real and nonsense words will be sent home for the children to practice. RE and Topic-based activities are set termly.
- In Year Two, children are expected to read daily for around 15 minutes and practice their weekly spellings. They are expected to complete their weekly phonics sheet from their group and should practice their KIRFS which are given to them, so that they learn them thoroughly. The learning of multiplication tables and number bonds are also set for the children, as well as Repeat and Complete tasks, which are given when necessary. RE, Science and Topic-based activities are set termly.
- In Year Three, there is an expectation that children read for around 15 minutes daily, practice their KIRFS and weekly spellings. The children are set the learning of Multiplication times tables every week and to engage with TT Rock Stars.

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Children who are struggling are given Repeat and Complete tasks to do and this can be as often as daily. Topic, Science and RE tasks are set termly.

- In Year 4, children are expected to read daily for 20 minutes, practice spellings and their KIRFS. A minimum of 10 spellings are given every week for the children to learn and they are tested weekly on these. Children are expected to work on set number bonds and times tables every day and engage with TT Rock Stars. Repeat and Complete is given when necessary. All RE, Science and Topic tasks are set termly.

As children move into upper Key Stage Two, they are expected to take increasing responsibility themselves for the completion of their homework.

- In Year Five there is a minimum expectation of 20 minutes per day to be spent on individual reading, practicing daily spellings, learning their KIRFS, multiplication tables and TT Rock Stars. Repeat and Complete is used when children have not understood a concept. Parents are encouraged to allow their children to use online learning sites and are directed towards additional challenges such as CGP books. Class work can also be sent home if it is not finished. All RE, Science and Topic tasks are set termly.
- In Year Six, in addition to the above, children are expected to carry out research for their class work and are sent home revision work from January to May. This can take the form of CGP books and times table tasks. They also complete a spelling rule sheet to complement their 14 spellings each week. The children are expected to know the spelling and the meaning of the words which they learn.

Roles and Responsibilities

- **Class teachers** will set appropriate spellings which match the Programme of Study expectations, allocate appropriate times tables on TT Rock Stars, assess the learning of KIRFS and bonds. They will check Homework Diaries at least weekly to ensure that the children are reading daily and that parents are signing the Homework Diaries and will investigate the reasons for this not being done before responding with sanctions. Staff will set Repeat and Complete tasks for those children who do not grasp the mathematical concepts taught and mark them accordingly the next day. Class Teachers will respond to the children's efforts with the research or set tasks (RE, Topic and Science) by providing encouragement and rewards in the form of merits.
- **Parents** have an important role in supporting children's homework. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for its completion. Parents are the primary partner in teaching their child to read, as they can provide daily practice for children, which is vital in their development as readers. It is expected that children read daily at the Good Shepherd Academy.
- **Children** are responsible for completing the tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

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Responding to Children and ensuring that homework is completed

- In the Foundation Stage, children who bring in tasks or complete homework are given merits. If there are problems completing activities, teachers will discuss this with parents.
- In Key Stage One, children are also rewarded with merits and given encouragement. Good examples of completed tasks or homework are shared with the class. Records are kept of the work completed and any test scores generated from their learning. Any problems arising are discussed with the parents.
- In Years Three and Four children who complete their homework are praised in class, given merits and there is regular encouragement. Those who fail to complete work are issued with an orange card and they are expected to bring the homework in the next day. If they fail to do this, then they are given a Quiet Time and they complete their homework during that session. Parents will be informed of the child's failure to complete the task via a sticker in their Personal Organiser.
- In Years Five and Six, children completing their homework are praised and outstanding examples of extra effort are rewarded with merits. Teachers keep a record of work completed. If homework is not submitted, then the children are issued with an orange card and expected to hand it in the next day. If it is not handed in then a Quiet Time will be issued and the children will be expected to complete the task during that time. Parents will be informed of the child's failure to complete the task via a sticker in their Homework Diary.

Special Arrangements

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children including those with special educational needs, as well as those requiring Greater Depth challenges.

Monitoring and Evaluation

In order to ensure that the policy directly contributes to the quality of teaching and learning, the provision of homework will be regularly monitored through a sampling of the Homework Diaries and planned activities folders will be reviewed by the Deputy Head Teacher annually as part of the school's self-evaluation process. In addition, the scrutiny of homework samples will form part of the Deputy Head's monitoring responsibilities. Parents will also be given opportunities to share their views with teachers at parent consultations and other occasions as appropriate.

Equality Statement

We have a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

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The curriculum is inclusive and facilitates the needs of all children regardless of their age, size, mobility, gender, ethnicity and ability. Our planning aims to foster an appreciation of each other's cultures and beliefs along with the promotion of a healthy and positive self-image. This is linked to the school's role as a Christian community, Special Education Needs and Inclusion.