

**ST. JOSEPH'S CATHOLIC
PRIMARY SCHOOL**



**Barleyfields Road, Wetherby
West Yorkshire LS22 6PR**

**HOMEWORK
POLICY**

'This school is committed to safeguarding and promoting the wellbeing of all our children, and expects our staff and volunteers to share this commitment'

Reviewed
Next review

- January 2022
- January 2024

St. Joseph's Catholic Primary School Homework Policy



Definition of Homework

Homework is any task that is set for a child to complete at home to reinforce or extend curricular learning or to prepare for learning that is planned. This includes research, regular reading, multiplication tables and other Key Instant Recall Facts (KIRFs), spellings, computer activities and other written or practical tasks. By setting homework, the teachers are working towards achievement of the following:

- involving parents/carers more directly with their child's learning
- building strong links between home and school
- extending the child's study time
- widening the range of resources available
- supporting but not replacing National Curriculum requirements
- promoting good personal organisation
- developing study skills

This policy provides a clear overview of the guidelines we feel necessary to extend a child's learning. While some tasks are set up to be completed independently, there are also times when it is more beneficial to learning when the homework is completed with the support of an adult. These are both equally important and promoted at St Joseph's Catholic Primary School. All children are encouraged to talk about what they have been learning at school each day, sharing methods, talking about topics and new skills gained. Parents/carers should encourage their child to deepen their understanding in this way. There is clear guidance for each year group on how to extend learning through a variety of approaches - all are promoted within school.

Every half term each class teacher sends out a newsletter. This outlines the focus areas for each topic and may include suitable websites for use at home to support learning.

Reading is vitally important. Parents/carers can play a major part in their child's acquisition and development of reading skills by sharing enjoyable books regularly with their children, talking about the pictures and stories, expressing opinions and predicting what will happen. Reading is a skill that needs developing throughout the primary years. Once children gain fluency, it is essential that parents/carers continue to support their reading by giving them access to a wide variety of texts and by discussing their reading. The Assessment Focus booklet which covers the 7 key areas assessed in the Reading Comprehension Assessment is a great tool that can be used by parents/carers to extend their child's reading. It helps to develop discussion and enhance understanding. *Copies of this booklet are available on request and on the school website.*

All classes have additional reading challenges to support the acquisition and development of reading skills. Children are encouraged to complete these reading challenges as part of their reading homework.

We recommend that parents/carers read to their children regularly as well as children reading aloud to parents/carers throughout primary school.

In all year groups it is encouraged that children engage in age appropriate practical tasks that will develop their skills across the curriculum by deepening their understanding of concepts. For example, handling money and calculating with money, telling the time and reading timetables, using a calendar, baking etc.

All pupils have a homework diary. The homework diary is mainly used by pupils to record key dates and for parents/carers and teachers to make notes as needed. It should also be used to record any comments when listening to a child read either at home or at school. All children are expected to have their reading recorded in this homework diary (UKS2 children are encouraged to complete this independently). Homework diaries are checked and signed weekly and should also be signed weekly by a parent/carer. In some classes, the weekly spelling and/or KIRF-mental maths scores may also be recorded in the diary.

Pupils will be strongly encouraged by their teacher to complete homework assignments and the support and encouragement of parents/carers in this respect is vital. If any child persistently fails to do homework the parents/carers will be contacted by the classroom teacher.

At different times of the year, pupils are asked to learn assembly parts, songs words and prayers. These will need to be practised at home as well as in school

Feedback on Homework

All pupils will receive feedback on their homework. Due to the variety of different types of homework, the nature of the feedback may be one or more of the following:

- verbal – either individual, group or whole-class
- written marking on the work
- comments in the homework book/file/on the sheet

- marked by the pupil in a whole-class/group feedback
- some tasks completed as homework are used to directly support tasks followed up at school. In this instance it is more suitable to mark the piece of work created in school rather than the research carried out at home.

Appendix One

Foundation Stage

Nursery (Foundation 1)

- Homework in Foundation 1 involves inviting children to bring in items of interest/ books etc from home to support children's current interests and fascinations.
- We invite parents and carers to contribute to their child's profile (learning journey) to support close home/ school links and to mark significant milestones. We have proud clouds which are available to celebrate children's achievements.
- Staff value all contributions from home where we can see a wider picture of the individual child's development. We build on these contributions which help us to support children's learning and to note next steps.
- Parents/carers should read regularly to their children (we recommend a bedtime story every night).

Reception (Foundation 2)

- Children are expected to practise their reading with a parent/carer five times a week. Children will be given two new reading books to read at home every other week.
- Regularly practise their 'Tricky words' encouraging the children to learn the words off by heart.
- Spelling Shed, Mathletics, Reading Eggs and KIRFs activities will be set for children to work through at their own pace.
- Children are encouraged to complete a task related to the topic covered in class. This can be presented in a variety of ways.
- Children are invited to bring books into school that are linked to topics.

EXTENSION:

1. Time can be spent asking the child questions about what they have read.
2. Children can find further words that fit the sound that is being focused on -found in their sound book.
3. Children can work on their KIRF targets at home to develop their instant recall.
4. Children are invited to record and share holiday news.

Appendix Two

Key Stage 1

Year One

- Pupils are expected to read a reading scheme book with a parent/carer five times per week for at least 10 minutes. Some time should be spent asking the child questions about what they have read. Reading prompts can be used to support this and the class teacher will send a copy of these home at the start of the academic year. Children will have two new reading books to take home every other week.
- Spellings/phonic sound homework are given out each week. These should be practised throughout the week with the support of an adult in preparation for a test.
- Mathletics and Spelling Shed homework will be set for each child.
- Reading Eggs will also be set as homework for each child.
- Pupils have individual KIRF Maths targets to help build their mental Maths recall. These should be regularly practised at home.
- Other homework tasks may be set during the year once the children have settled into Year 1. These could be linked to English, Maths or a task linked to our creative curriculum or topic work.
- Practise any possible Maths in everyday situations. For example, telling the time, weighing/measuring, using coins to pay for items and receiving change.
- Pupils are welcome to bring in any relevant books linked to our English/topic work to share with fellow pupils.

EXTENSION:

1. Further reading and questioning of the child's reading book or different reading materials from home is encouraged.
2. Some children may be asked to complete book reviews as and when required.
3. Spend extra time working on their KIRFs at home playing speed round games with parents/carers.
4. Spend additional time using Mathletics or Spelling Shed.

Year Two

- Pupils are expected to read a school reading scheme book with a parent/carer five times per week for at least 10 minutes. Some time should be spent asking the child questions about what they have read. Reading prompts can be used to support this and the class teacher will send a copy of these home at the start of the academic year. Children will have two new reading books to take home every other week.
- Spellings are given out each week. These should be practised throughout the week with the support of an adult in preparation for a test. Spelling Shed activities are set each week.
- Children will have weekly tasks set on Mathletics and Reading Eggs which are to be completed online.
- English or Maths activities will be sent home fortnightly. This work will be linked to areas from the curriculum or from the current topic in Year 2.
- Pupils have individual KIRF maths targets to help build their mental maths recall. These should be regularly practised at home. These KIRFs are directly applied to maths sessions in class.
- After Christmas, children will start receiving sample SAT papers to practise at home. This is a key part of the Year 2 curriculum as we work towards the SATs in May. Parents/Carers should work with their child to read though the questions in order to gain as much practise as possible.

EXTENSION:

1. Parents/carers can use the reading prompts to develop deeper discussion about their child's reading book to deepen their understanding of texts.
2. Spend additional time recalling their KIRF target playing speed round games with parents/carers and applying to other areas of maths.
3. Spend additional time using Mathletics, Spelling Shed or Reading Eggs.

4. All pupils should be using joined up handwriting in Year 2 and parents should encourage this as much as possible when practising at home. Worksheets and guide lines will be given out at the beginning of the year as an example to use at home.

Appendix Three

Lower Key Stage 2

Year Three

- The school reading book should be read at least five times per week with an adult for a recommended time of 15 minutes. Time should be spent questioning the child using the guided reading question prompt to extend and challenge a range of reading skills. The class teacher will send these prompts home to parents at the start of the academic year. We also encourage our children to read frequently at home, with a book of their choice.
- Spellings are given out each week. These should be practised throughout the week with the support of an adult in preparation for a test. Pupils are encouraged to apply learnt spelling patterns/spellings in all writing tasks. Children can use the activities on Spelling Shed to support their spelling tasks.
- Children will have Mathletics and Spelling Shed online homework each week. The homework will be linked to the areas covered during the week or areas previously covered. Occasional Reading Eggs activities will also be set.
- Homework challenges will be given out. These will be related to all curriculum areas. Pupils will be given time to complete the challenge in any way they choose. It is expected that the effort that is put into this homework reflects the amount of time they are given. The challenge can be completed by the child independently or in collaboration with an adult.
- Pupils have individual KIRF maths targets to help build their mental maths recall. These should be practised in short bursts of approximately 2 minutes at least 3 times each week at home. These KIRFs are directly applied to maths lessons in class.
- After Christmas Year 3 will have homework as part of their Sacramental preparation. We encourage parents to support their child with this.

EXTENSION:

1. Parents/carers can use the guided reading questions to develop deeper discussion about their child's reading book to deepen their understanding of texts.
2. Pupils could practise words they find tricky or spelt incorrectly in a previous test.
3. Parents/carers can play 'quick fire' games or ask their child questions based on their KIRF target.
4. Pupils could spend additional time using Mathletics, Spelling Shed or Reading Eggs.
5. Pupils can practise and continue to refine their joined up handwriting at home.

Year Four

- The school reading book should be should be read at least five times per week with an adult for a recommended time of 15 minutes. Time should be spent questioning the child using the guided reading question prompt to extend and challenge a range of reading skills. The class teacher will send these prompts home to parents at the start of the academic year. Children should also be encouraged to read newspapers (First News, up to date editions available in class), magazines, recipes and a range of non-fiction book, etc.
- Spellings are given out each week. These should be practised throughout the week with the support of an adult in preparation for a test. Pupils are encouraged to apply learnt spelling patterns/spellings in all writing tasks. Children can use the activities on Spelling Shed to support their spelling tasks.
- Children will have Mathletics and Spelling Shed homework each week. The homework will be linked to the areas covered during the week. Occasional Reading Eggs activities will be set.
- Homework challenges will be given out. These will be related to all curriculum areas. Pupils will be given time to complete the challenge in any way they choose. It is expected that the effort that is put into this homework reflects the amount of time they are given. The challenge can be completed by the child independently or in collaboration with an adult.
- Pupils have individual KIRF maths targets to help build their mental maths recall. These should be practised in short bursts of approximately 2 minutes at least 3 to 4 times each week at home. These KIRFs are directly applied to maths lessons in class.

EXTENSION:

1. Parents/carers can use the guided reading prompts to develop deeper discussion about their child's reading book to deepen their understanding of texts.
2. Pupils should practise words they find tricky or spelt incorrectly in a previous test.

3. Parents/carers can play 'quick fire' games or ask their child questions based on their KIRF target.
4. Pupils could spend additional time using Mathletics, Spelling Shed or Reading Eggs.
5. Pupils can work on their personalised writing target in any way they choose. They should be able to recall these independently or should the parent wish, request a copy from the class teacher.
6. Pupils could complete further research tasks to support their learning journey within the class topics.

Appendix Four

Upper Key Stage 2

Year Five

- The school reading book should be read five times a week for a recommended time of 15-20 minutes with a balance of independent reading and reading aloud to a parent. Time should be spent questioning the child using the reading question prompt to extend and challenge a range of reading skills. The class teacher will send these prompts home to parents at the start of the academic year. Children should also be encouraged to read newspapers (First News, up to date editions available in class), magazines, recipes and a range of non-fiction book, etc.
- Spellings are given out each week. These should be practised throughout the week in preparation for a test. Every child has a subscription to Spelling Shed where they can access their weekly spellings. Spelling Shed also includes other fun tasks for the children to access by choice and they will be rewarded for doing so. In the spring term, children are expected to practise their spellings on Spelling Shed.
- Children will have homework set on Mathletics each week. The homework will be linked to the areas covered during the week. Specific days for this is set out in the half termly newsletter.
- Children will have English homework each week which will be either a written task or an online task set on Reading Eggs. The homework will be linked to the areas covered during the week. Specific days for this is set out in the half termly newsletter.
- Pupils have individual KIRF maths targets to help build their mental maths recall. These should be regularly practised at home (at least 4 times per week for at least 5 minutes at a time). These KIRFs are directly applied to maths sessions in class.

- Homework challenges will be given out. These will be related to all curriculum areas. Pupils will be given time to complete the challenge in any way they choose. It is expected that the effort that is put into this homework reflects the amount of time they are given. The challenge can be completed by the child independently or in collaboration with an adult.

EXTENSION:

1. Parents/carers can use the guided reading prompt sheets to develop deeper discussion about their child's reading book to deepen their understanding of texts.
2. If spellings are not given children should practise words they find tricky or spelt incorrectly in a previous test.
3. Children all have individual pencil case spellings that they can work on. The children are given these from their errors in lessons.
4. Pupils can work on their personalised writing target in any way they choose. Children should be able to recall these independently.
5. Access the following websites:
<http://www.bbc.co.uk/schools/ks2bitesize> <http://www.mathszone.co.uk/>
<http://www.woodlands-junior.kent.sch.uk/maths/wordproblems/index.html>
<http://www.conkermaths.org/cmweb.nsf/pages/index.html>
6. Spend additional time working on their KIRF targets. Parents/carers can play 'quick fire' games or ask their child questions based on their KIRF target.

Year Six

- The school reading book should be read five times per week for a recommended time of 15-20 minutes with increasing independence but adult support would be beneficial. Children should also be encouraged to read newspapers (First News, up to date editions available in class), magazines, recipes, and a range of non-fiction books, etc. The guided reading question prompts could be used to develop discussion and enhance understanding if an adult is supporting. The class teacher will send these prompts home to parents at the start of the academic year.
- Spellings are given out each week. These should be practised throughout the week in preparation for a test. Every child has a subscription to Spelling Shed where they can access their weekly spellings. Children are expected to practise their spellings on Spelling Shed. Spelling Shed also includes other fun tasks for the children to access by choice and they will be rewarded for doing so.
- Children will have Mathletics homework each week. The homework will be linked to the areas covered during the week or personalised to specific areas where each individual child needs extra practise or revision. Specific days for this is set out in the half termly newsletter.
- Children will have activities set on Reading Eggs. The homework covers a range of objectives linked to reading and SPAG. Specific days for this is set out in the half termly newsletter.
- Pupils have individual KIRF maths targets to help build their mental maths recall. These should be regularly practised at home (5 times per week for at least 5 minutes at a time). These KIRFs are directly applied to maths sessions in class.
- Homework challenges/research tasks will be given out each half term. These will be related to all curriculum areas. Pupils will be given time to complete the challenge in any way they choose. It is expected that the effort that is put into this homework reflects the amount of time they are given. The challenge can be completed by the child independently or in collaboration with an adult.
- Booster/Revision SATS classes may also set additional small tasks to finish off work started in the sessions. Completion of this is optional.

EXTENSION:

1. Read more frequently.
2. Revise the different word classes and their definitions e.g. adjectives are describing words that describe senses or nouns. Look for these in sentences.
3. Apply VCOP accurately by working on individual writing targets. Children can do this by composing a short piece of writing about anything of their choice!
4. Create sentences with parents and label the word classes.
5. Use the 'Maths Revision Pack' given out at the Parents' SATs Information Evening.

6. Encourage the participation of everyday practical tasks such as baking = reading scales accurately, route planning = directions, using public transport = reading time tables, planning a day = telling the time.
7. Access the following websites:
<http://www.bbc.co.uk/schools/ks2bitesize> <http://www.mathszone.co.uk/>
<http://www.woodlands-junior.kent.sch.uk/maths/wordproblems/index.html>
<http://www.conkermaths.org/cmweb.nsf/pages/index.html>

Appendix Five

Glossary of terms

- KIRF targets - Key Instant Recall Facts directly linked to everyday maths tasks.
- VCOP - Vocabulary, Connectives, Openers and Punctuation.
- SPAG - Spelling, Punctuation and Grammar.
- Mathletics - www.mathletics.co.uk
- Spelling Shed - <https://www.spellingshed.com/>
- SPAG online - www.spag.com
- Reading Eggs - <https://readingeggs.co.uk/>

This policy will be reviewed every two years, or earlier if necessary.