



At St John's we are Loved by God - Learning with Jesus - Living by the Spirit.

### **1. DFE Homework Guidelines state that:**

Homework helps broaden children's outlook, extending experiences and interests, providing encouragement and reinforcement and fostering independence, study skills, preparation for new situations and co-operation with parents.

Homework at the primary stage of education is normally seen as contributing to good practice and aiding effective learning. Homework further involves parents in their child's education and reinforces the teacher / parent partnership.

Parents/carers should be encouraged to listen to their children read, talk with them, read to them, watch and discuss suitable television programmes, and visit places of interest from which absorbing or creative activities may arise... such as a diary or journal undertaken during a holiday.

There are also many books, schemes of work, practical activities, websites and software programmes which can be useful, and we are happy to guide parents/carers with their use.

### **2. St John's Rationale:**

The philosophy of St John's CE VA Primary School encourages parents to be actively involved in their child's education. One important way that parents can be involved is by helping and encouraging children with the work they bring home. Research shows that the supportive, open dialogue between parent and child fostered through homework and particularly reading, helps children reach higher (spiritually, morally, socially, culturally and academically) standards of achievement. We recognise and value immensely the crucial importance of an active educational partnership between home and school.

### **3. What is Homework?**

Homework should not be a chore, but children should see it as an extension of their schoolwork. There may be occasions when some tasks are more challenging or difficult than usual as homework plays a positive role in raising a child's overall level of attainment. We also acknowledge the important role of play and free time in a child's growth and development.

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- Reading with an adult
- Various English and Maths activities to reinforce learning in class
- Board Games
- Holiday Topic DT projects
- Cooking/Baking
- Family cultural visits, which might include art galleries, museums, historic sights
- Undertaking individual research for a class project
- Learning key skills (mathematical or grammatical)
- Being an active member of an after school club – drama or sport

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The varied nature of this list demonstrates that homework can be a two way process. Teachers may ask for tasks to be done at home, but are delighted to learn about children's success in other aspects of their lives and will seek to recognise this in school.

### **4. When teachers set homework, they will ensure that:**

- It is always clearly related to current areas of study within the classroom.
- The task is made clear to children and matched to their abilities.
- In KS2 it is supported by the Reading Diary in which children and parents can note success and record any problems encountered.
- Time scales for completion and submission are explicit.
- Work is marked as promptly as possible.
- Regular completion of homework of a high standard is recognised and celebrated.
- Opportunities for the feedback and evaluation of homework are provided as part of the termly parent consultation evenings.
- All children are expected to complete tasks to an appropriate standard. They will be given an opportunity to succeed in this through using Golden Time, if they are continually unable to reach an appropriate standard or fail to complete it.

### **5. How can children take responsibility to succeed?**

- Make sure they understand the task they need to complete.
- Communicate with the teacher prior to the hand in date if they encounter difficulties or need clarification of the task.
- Ensure they have everything they need to complete homework each week.
- Put the same level of effort as would be expected of classwork.
- Hand homework in on time.
- Take on board and work on any feedback given about homework.

### **6. How can parents help?**

- Support your child in completing their homework.
- Ensure the child completes homework to a high standard and hands it in on time.
- Provide the appropriate conditions for the child to complete the homework.
- Provide the appropriate resources for the child to complete the homework.
- Communicate with the teacher if there is a specific reason why their child has not completed the homework task.

### **7. Expectations per Year Group:**

As per DfE guidelines, homework increases as children move up the school. Set out below are some of the most frequent tasks set per Year Group. For the most up to date information on Topics or possible upcoming project work and useful websites, reference should be made to current Year Group versions of How To Help Your Child, on the school website.

#### **Foundation Stage / Reception:**

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- Daily reading with an adult. (At least 5minutes per evening)  
*Adults are requested to sign what has been read with their children; adding any relevant comments.*
- Bingo games on tricky words.
- Flashcard recognition for numbers and sounds for children who need extra support.

### Year 1:

- Regular reading with an adult.  
*Adults are requested to share any positive experiences their child has had whilst reading.*
- Weekly spellings: 5-6 differentiated words.
- Topic: Show and Tell on relevant items.

### Year 2:

- Regular shared reading with an adult or individual reading.
- Weekly spellings
- Weekly times tables or key number facts.
- Topic: occasional related activities.

### Year 3:

- Regular Reading with an adult.  
*Adults are requested to sign reading off in Reading Diaries.  
Reading Diaries are handed in and checked each week.*
- Weekly Spellings  
*Children are encouraged to practise these on Spelling Frame at least three times a week.*
- Regular practise of times tables is advised.
- MyMaths task related to learning in class.
- Topic Project work set for holiday periods.

### Year 4

- Reading with an adult – at least three times a week.  
*Adults are requested to sign reading off in Reading Diaries.  
Reading Diaries are handed in and checked each week.*
- Weekly spellings leading to a test.  
*Children are encouraged to practise these on Spelling Frame at least three times a week.*
- Weekly Maths or English task. Occasionally this may be replaced with a piece of Topic work.
- Children are also expected to actively practise their times tables using the resources set out in the How to Help Your Child.

### Year 5

- Daily reading – to be recorded in Reading Diary – at least 3x a week.  
*Adults are requested to sign reading off in Reading Diaries.  
The Diaries are handed in and checked every week.*

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- Maths and English tasks are set each week.  
*Both maths and English are linked to what is being taught in class to consolidate and extend learning.*
- Topic Project work may be set termly.
- Weekly Spellings.  
*Children are encouraged to practise these on Spelling Frame at least three times a week*

### Year 6

- Daily Reading  
*Adults are requested to sign reading off in Reading Diaries. The Diaries are handed in and checked each week.*
- Weekly spellings culminating in a test.
- Maths, related specifically to skills covered in class.
- English, alternating between Grammar or Comprehension Skills.
- Topic Project work set over holiday periods.

*Children in Year 6 may be given more if it is felt it will support their learning as they approach SATS*

### 8. Feedback:

St John's welcomes comment from parents as to how they think an activity went or any difficulties experienced by their child. They should write these underneath the homework in their homework books, attach a post-it note to the work or in the Reading Diaries.

### 9. Responsibilities of the Governing Body:

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed.

**Signed: Mrs S Eastwood**

## St John's CE VA Primary School

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