



St Saviour's
Community Primary School

Homework Policy

At St. Saviour's Community Primary School we believe education is a shared responsibility between home and school and the assistance of parents / guardians is essential to ensure that children are able to perform to the best of their ability. Homework provides opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension to their learning in school. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance. This is especially important for children in KS2 who will need to prepare themselves for the rigours of homework at secondary school.

At St. Saviour's Community Primary School we believe reading is the key to success. Reading practise and reading with children / hearing children read is essential throughout primary school and parents will be encouraged to read with and to their child as a regular part of the work children do at home. Parents will be encouraged to do this in a supportive manner and in an appropriate setting that promotes enjoyment and fosters a love of reading. We will periodically provide advice to parents and guardians about how they can best support their child's learning.

We recognise the need for children to have the time to follow out of school interests and family activities.

Roles and Responsibilities

Class teachers will plan homework activities. They will respond to children's efforts, providing encouragement and reward and will investigate the reasons for homework not being completed before responding with sanctions.

Parents have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for its completion. More detailed information about how parents can support their child each half term is provided in the class newsletters which are differentiated to match the abilities of the children.

Children are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

Special Educational Needs

Throughout the school the planning of homework tasks will take in to account the needs of children with special educational needs. Careful planning will ensure that the level of demand is appropriate and manageable. Where necessary, clear guidance will be provided for parents.

Marking Homework

Homework will not normally be marked to the same degree that work undertaken in school is marked and assessed. Written work may just receive a tick to show that the work is acknowledged. Most feedback to homework will be done orally and may be with the whole class or through focused / guided group work.

Responding to Children and Ensuring that Homework is Completed

Across our whole school, it is an expectation that homework will be completed and handed in on time. Children who complete and hand their homework in on time are praised in class and there is regular encouragement through use of the Team Point system. Those who fail to complete and hand work in on time will be required to complete their work during their own time such as playtime or lunchtime. The class teacher will inform parents if their child regularly fails to complete homework. If there are no improvements, the Headteacher will be informed and a meeting may be arranged with parents.

Review of Policy:

This policy must be implemented in conjunction with whole school policies, including:

- Teaching and Learning
- Assessment
- Marking and Feedback
- Safeguarding and Child Protection
- Behaviour and Discipline

This policy will be reviewed every two years. The date of the next annual review will be February 2021.

Homework Expectations for Each Year Group

EYFS - Hedgehog Class	
Reading	Books are checked on a daily basis and changed when they have been read either at home or in school.
Spelling	Children are set spellings to learn on a 1:1 basis and these are checked weekly. New high frequency words are given as children learn the words on their list.
Theme	Homework mats are set at the end of the first week after a holiday. Each mat suggests a range of activities linked to our learning within the Early Years Framework. Theme homework needs to be handed in by the Monday morning of our last week before a school holiday.

	KEY STAGE 1	KEY STAGE 2	
	Bumble Bee Class (Year 1 and Year 2)	Acorn Class (Year 3 and Year 4)	Willow Class (Year 5 and Year 6)
Reading	At the start of every half term, the children are provided with a new 'Reading Response' sheet which has six or eight new activities for the children to choose from. The children have to complete a reading response after each book they have read once they reach the 'Turquoise Band' and above. Prior to this band in Year 1, the children complete a reading response for each alternate book that they read.		
Spelling Expectation:	Children are set spellings that link to what has been taught in spelling and grammar sessions.	Children are set spellings that link to what has been taught in spelling and grammar sessions.	Every Wednesday, all children are provided with the opportunity to practise their current spellings and put the words into sentences during our spelling and grammar session. Children are expected to achieve at least 7/10 – any lower and they receive additional support with those they have struggled with during Friday playtime.
	All children have access to the 'Spelling Shed' online resource to support learning at home.		
Day Set:	Every Friday	Every Thursday	Every Thursday

In Class Spell Check:	The following Friday	The following Thursday	The following Thursday
Mathematics Expectation:	Homework reflects the learning we have done in Mathematics either that week or the previous week. All children have access to the 'Maths Shed' online resource to support learning at home.		
Day Set:	Every Friday	Every Friday	Every Thursday
Hand in By:	The following Wednesday	The following Thursday	The following Tuesday
Multiplication Facts	By the end of Year 1, all children need to learn their 2x, 5x and 10x tables fluently and know the associated division facts. By the end of Year 2, all children need to learn their 3x and 4x tables fluently and know the associated division facts	By Year 3, all children need to continue to practise their 2x, 3x, 4x, 5x and 10x tables but to also learn their 6x, 7x, 8x and 9x tables, together with the associated division facts. By Year 4, all children need to consolidate their times tables and improve the speed of their recall, including the recall of associated division facts.	
Theme Expectation	The theme homework is a grid with eight activities. Children are asked to complete a minimum of 4 activities from the grid. Each activity has a specific subject focus, which also includes an active task.	The theme homework consists of six activities that reflect what we will be covering that term.	Theme homework reflects what we will learn about that half term and has cross-curricular links to every subject.
Date Set	Theme homework tasks are sent home at the end of the first week after a holiday.		
Hand in by:	The Monday morning in the last week of the half term.	The Wednesday morning in the last week of the half term.	The Monday morning in the last week of the half term