ST BRIDGET'S C of E PRIMARY SCHOOL

Homework Policy

'Love your neighbour as yourself' Luke 10:27

Approved by : SLT and Governors	Date: September 2014
Last reviewed: October 2021	
Next review: October 2022	

CRC Links

Article 2 (Non-discrimination)**:** All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor.
No child should be treated unfairly on any basis.

Article 3 (Best interests of the child)**:** All adults should do what is best for the children. When adults make decisions, they should think about how their decisions will affect children.
Article 12(Respect for the views of the child)**:** Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 19 (Respect for the views of the child): Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 29 (Goals of education)**:** Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 30 (Children of minorities/indigenous groups)**:** Children have the right to practice their own culture, language and religion - or any they choose.
Minority and indigenous groups need special protection of this right
.
Article 32 (Child labour)**:** Children have the right to protection from work that harms them, and is bad for their health and education.

Article 37 (Detention and punishment)**:** No one is allowed to punish Children in a cruel or harmful way

CONTENTS

Rationale

Aims

Guidelines

Monitoring/Review Strategy

Appendix

Rationale

Most of the work undertaken in school should be completed during the day. In this way the teacher can monitor the progress made and ensure that any areas that are not understood can be dealt with appropriately.

However:-

1) All children need more individual reading time than is possible in school.

2) Children need practise with spellings, other aspects of grammar and maths including fluency facts.

3) Certain aspects of school work can be well supported and reinforced by additional examples, research, note writing etc.

4) Activities undertaken at home give parents a greater insight into the work of our school.

Aims

1) To support and embed the class work undertaken by the children.

2) To facilitate spaced learning and retrieval practice.

3) To raise the standard of attainment for each child.

4) To involve parents in their children's learning.

5) To promote a good work ethic, facilitate self-regulation as a learner and form the basis of an accepted homework habit to aid transition to the next stage in education.

Guidelines

1) Staff will set homework weekly as appropriate and this will be communicated to the children in a manner appropriate for their age. The suggested amount of homework set is outlined in the appendix.

2) Teachers will communicate to pupils and parents/carers when homework will be set and when it is due to be handed in. This may be through the use of google classroom or tapestry or year group curriculum recording/meetings.

3) Children are expected to read regularly. Regular reading is to be recorded in reading logs by parents/carers and where appropriate staff.

4) Homework can be set digitally using platforms such as mathletics, spag.com, Bug Club, spelling frame and through the use of google classroom or tapestry.

5) Any child who does not have the required resources (e.g. internet access) at home to complete a task, will be provided the chance to complete the task in school.

6) Staff should monitor engagement with homework and if there are any concerns this should be discussed with parents/carers.

Monitoring and Review

1) This policy was compiled by the SLT and agreed by all the staff.

2) Staff will monitor individual children's responses.

3) Staff will review this policy annually at staff meetings.

4) Feedback from parents/carers will be noted and considered at the review.

Appendix

Year Group	Suggested Weekly Homework Expectation
Reception	Regular home reading New phonics sounds and red words Occasional activities linked to topics Digital activities Where and when appropriate paper based homework may be used
Year 1	Spellings linked to phonics Regular home reading Occasional activities linked to topics Digital activities Where and when appropriate paper based homework may be used
Year 2	Spellings linked to phonics/statutory word lists Regular home reading Occasional activities linked to topics Digital activities for maths/English Where and when appropriate paper based homework may be used
Year 3	Spellings linked to statutory word lists/focus words Regular home reading Occasional activities linked to topics Digital activities for maths/English Additional maths support for times tables as required Where and when appropriate paper based homework may be used
Year 4	Regular home reading Digital activities for maths/gpas Spellings linked to statutory word lists/focus words Additional maths support for times tables as required Where and when appropriate paper based homework may be used
Year 5	Spellings linked to statutory word lists/focus words Regular home reading Occasional activities linked to topics Additional maths support for times tables as required Digital activities for maths/gpas Where and when appropriate paper based homework may be used
Year 6	Regular home reading Occasional activities linked to topics Additional maths support for times tables as required Spellings linked to statutory word lists/focus words Digital activities for maths/gpas Where and when appropriate paper based homework may be used