



*Jesus is the centre of our lives,
Our learning and friendships.
In a safe, happy and caring community
Where all are welcome.*

HOLY CROSS CATHOLIC PRIMARY ACADEMY

HOMEWORK POLICY SEPTEMBER 2022

NEXT REVIEW SEPTEMBER 2023

Holy Cross Catholic Primary Academy
Homework Policy

Mission Statement

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The aims of this policy

To ensure a consistent approach to homework throughout the school.

To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.

To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.

The purpose of homework

To consolidate, reinforce and extend skills.

To provide opportunities for parents and children to work together.

To allow parents to gain an understanding of what children are learning in school.

To allow children to progress towards becoming more independent learners.

The role of the school

To provide parents with a clear policy regarding homework.

To ensure this policy is fully and consistently followed.

To provide support for parents with information about homework.

The role of the teacher

To plan and set a programme of homework that is appropriate to the needs of the child.

To ensure all children understand the homework they have been given.

To inform parents if there is a problem regarding homework.

The role of the parent

To provide the appropriate conditions for the child to complete their homework.

To ensure that their children observe internet safety protocols, including keeping their own password safe, and not sharing passwords.

To ensure the child completes homework to a high standard and hands it in on time.

The role of the child

To ensure they have everything they need to complete homework each week.

To make sure they understand the tasks that have been set.

To put in the same level of effort as would be expected of class work.

To hand the homework in on time.

To take on board any feedback about homework.

To observe internet safety protocols, including keeping their own password safe, and not sharing passwords.

How homework is set

Homework will be sent to children through a learning platform. At Holy Cross, children in E.Y.F.S., Years 1 and 2 use Tapestry as their V.L.E. (virtual learning environment) while for those children in KS2 Seesaw is used.

Children will be expected to read the task and undertake it either in the relevant dedicated homework book or in a homework exercise book.

Children will take their reading book home to practise their reading skills with their parent.

When?

Homework is set on a Friday and is due back the following Wednesday.

Why does the school use a learning platform to deliver homework?

In the 21st century children need skills that will prepare them for a world of rapidly evolving technology and need to be skilled in using web technology and computers for activities other than entertainment.

Children need to be prepared for the demands of secondary school where homework is frequently delivered online. Looking further ahead to higher education children will be required to access most of their educational resources on line.

Using a learning platform means that instructions for homework cannot be left in trays, bags or lost on the way home.

Parents will be able to check the homework set online.

Homework in EYFS

Learning together is the emphasis for children in EYFS. The activities are Literacy based with a strong emphasis on reading together. It is an ideal time to lay the foundations for continuing work at home.

What type of work do children receive?

Reading

Parents will be informed of the phonemes and high frequency words that the children are learning in school each week. Starting in the autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways;

Adults reading to children.

Parents are encouraged to read to their children at home. This allows children to get used to print and stories. Parents should encourage children to point to words as they are being read. Discussion about the books is also important.

Children reading to an adult.

Children will bring simple books home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book is a good way to help develop understanding.

Letter formation.

The Foundation teacher will provide parents with a sheet to support children with letter formation. This shows where to start and finish when forming each letter and what each letter should look like. Giving children the opportunity to practise forming letters with a variety of pens, chalks, felt tips and on a variety of surfaces will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively so they don't fall into poor habits.

High Frequency words.

Your child's teacher will send home key words to learn each week. These will be the words learned at school and should be practised further at home. Regularly practising reading and spelling them, looking out for the words in reading books and playing games with them will benefit the child. Activities based around the current topic in class may also be set as homework.

Homework in Years 1 to 6

Year 1	<ul style="list-style-type: none"> • Reading daily • Spelling • Times tables • Alternating topic work/maths
Years 2-5	<ul style="list-style-type: none"> • Numeracy • Times tables • Spellings (spelling linked to the pattern learned in school & two words to be learned from the statutory spelling list) • Reading • Occasional grammar & punctuation exercises • Topic boards
Year 6	<ul style="list-style-type: none"> • Numeracy • Times tables • Spellings (spelling linked to the pattern learned in school & two words to be learned from the statutory spelling list) • Reading • Reading comprehension on alternate weeks • Grammar & punctuation exercises on alternate weeks • Topic boards

Project or Topic Work

The teacher may set an ongoing extended project through the learning platform. This may involve the child building up a folder of work (either electronically or on paper) over the course of a term or half term. The project may involve the use of a variety of computer skills as well as more traditional pen and paper ones and cover a range of subject areas.

Reading

Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be

encouraged to read all types of texts including non-fiction. A log stating what was read and the frequency must be recorded in the home-school diary.

Why are children sometimes given extra homework?

Children who take part in specialised intervention programmes and booster classes may sometimes be set extra homework to reinforce the work being done. Additionally, children who work in a one to one situation with teaching assistants will sometimes be given extra homework. In both cases, children should complete this work alongside their normal homework unless the child or the parents have been told otherwise. If the child is finding they have too much work then parents should speak to the child's teacher.

What about children who don't complete homework?

The expectation is that children will complete homework. Teachers will keep records of children completing homework and these records will be checked on a regular basis. If there are any problems with children not completing homework then parents will be spoken to find out the reason for this.

How will the homework be marked?

Teachers will mark children's homework in a variety of ways but always according to the schools marking policy. Generally, the work will be initialled by the teacher to show they have marked it. Sometimes the work will be "quality marked". This is when a piece of work is marked in detail and comments about future progress are added to the work. On other occasions the work may be marked orally with the whole class and there will not be evidence from the teacher in the child's book. Teachers generally will not mark homework that is handed in late until the following week.