

## OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL



*Loving like Mary,  
Serving like Mary,  
Learning like Mary,  
Believing like Mary*

### Homework Policy

Date	Review Date	Coordinator	Nominated Governor
September 2019 Reviewed 2020	September 2021	S Nutman	Headteacher

### Aims and Implementation

We recognise that parents are the ‘first educators’ of their children and we believe that support from home will enable pupils to cement the learning they have achieved in school.

We will set homework with the aim to provide activities to enable children to develop their English and mathematical or science skills building upon the learning that has happened within the classroom. Occasionally, we may set work that is linked to the wider curriculum.

We do this by ensuring that when homework is set it is not as a time filler but:

- a genuine opportunity for parents to engage with their child by sharing learning with them;
- a chance for children to practise skills and consolidate knowledge from their learning in school.

We recognise that homework is only one area that broadens a child’s potential. Other interests and sports are encouraged and some are offered as after school clubs. We recognise that practice in any activity is key to consolidation and learning.

Homework is not set during the holidays.

Whilst we appreciate the benefits of parents supporting their children’s learning at home we recognise that the completion of homework is optional.

Homework may not always be a written task. Reading throughout primary school is an essential everyday homework requirement and the benefits of parents supporting their children in learning to read and reading for pleasure are well documented.

We also recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning while still allowing ‘down time’ and a chance to learn other skills such as: cooking, learning to ride a bike, learning a musical instrument, being an active member of a sports or dance clubs or youth organisation like Beavers, playing games, building models, going swimming, painting and crafts, carrying out science experiments at home, completing jigsaws, visiting galleries, museums, places of interest and local libraries.

A breakdown of how homework is structured is provided below. Most of the homework is provided for completion over the course of a week. We hope that this helps homework fit around family lifestyles and commitments and the other activities of the children.

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Teachers' time is limited; therefore teachers will assess pupils' ability to complete homework tasks as part of their day to day assessments. Therefore, homework will not be formally marked.

The most appropriate form for homework will be chosen, with the majority of homework in KS1 being set via classdojo. In KS2 homework information will be posted on Classdojo, with some activities set on Google Classroom (paper copies will always be available for families that do not have access to devices upon request) or sent out on paper where most appropriate.

Key Phase	English	Mathematics	Science/Other
Early Years Foundation Stage	<i>Pupils will have a shared reading book and a link book with activities that parents can talk to their children about or record in words or pictures. Pupils will have a reading book once they are ready and parents are asked to read daily with their children.</i>		
Key Stage 1	<i>Weekly spelling/ phonics list (on class dojo)</i>  <i>Pupils should read about 10 minutes per day. Reading to an adult daily wherever possible. Parents/carers can question their understanding of the text. Parents are asked to sign a reading record book so that pupils can recognise their reading journey on a shared school 'race.'</i>	<i>At least three times per week pupils should receive no more than 5 calculations/problems they have been learning in class.</i>  <i>Weekly pupils should receive key facts in mathematics that they should learn at home. (on class dojo)</i>	

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Key Stage 2	<p><i>Pupils should read 10 to 20 minutes per day. Reading to an adult at least once a week so that parents/carers can question children's their understanding of the text. Parents are asked to sign a reading record book so that pupils can recognise their reading journey on our school race to Tokyo.</i></p> <p><i>Weekly spelling list (photo on class dojo with explanation of the weekly rule, paper copy can be sent)</i></p> <p><i>A grammar and/or reading comprehension task (photo on class dojo sent on Google Classroom and/or paper copy on request)</i></p>	<p><i>At least three times per week pupils should receive no more than 5 calculations/problems they have been learning in class.</i></p> <p><i>Weekly pupils should receive key facts in mathematics that they should learn at home.</i></p> <p><i>(Paper copies may be accompanied by photo on classdojo or google classroom work)</i></p>	<p><i>Year 3 and 4 have fortnightly homework.</i></p> <p><i>Year 5 and 6 have weekly science homework. (Sent on class dojo/classroom)</i></p>
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## Roles and Responsibilities

### Role of the Governing Body

The Governing Body has delegated powers and responsibilities to the Headteacher to oversee the development of this policy, to ensure its implementation, monitoring and evaluation.

### Role of the Headteacher

The Headteacher will:

- Decide if homework should be set and in broad terms what form that homework should take;
- Promote the agreed policy (this policy) by publishing it;
- Ensure that homework is built into teachers' planning;
- Provide supportive guidance for parents (e.g. Curriculum Meetings, website information, Class Newsletters);
- Ensure that the views of staff, parents/carers, pupils and governors feed into the homework policy.
- Keep up to date with new developments and research with regard to homework.

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### Role of the Teachers

Teachers must:

- Integrate homework into their planning;
- Set homework in line with this policy;
- Explain when, what and how the work is to be done so that each child understands.

### Role of Parents/Carers

Parents and Carers are asked to

- Place the onus for knowing what homework is set and for completing homework on their child
- Provide a suitable place in their home where their children can concentrate on their tasks;
- Establish a homework routine and provide materials like pens, pencils etc; • Find time to work with their child or be at hand if a problem arises;
- Contact the school if they are not sure of some aspect of the homework or if their child is having difficulties doing it

### 2.5 Role of Children

Children are asked to

- Complete their homework and hand it in on time;
- Listen carefully in class to make sure they understand what is asked of them;
- Complete their homework using appropriate writing materials;
- Have a go at all their homework activities and let their teacher know if they experience any difficulties.