



St. Edmund's Catholic Primary School

'Together we learn and grow through worship and celebration'

Homework Policy

Committee responsible for policy	Curriculum and Achievement
Statutory/Non-statutory	Non STATUTORY
Frequency of Review	Free to determine – every 3 years or earlier if required
Date of last review Approved by Staff/ SLT/Committee/FGB	September 2019
Date of next review	September 2022
Purpose of policy	To outline the requirements of the curriculum subject
Consultation	Staff Sample of parents
Links to other policies	All other subject policies Curriculum, Marking, Planning

At St Edmund's we see homework/home learning as an important aspect of the school curriculum. This policy was formulated after consultation with staff, children and a sample of parents (via questionnaire).

Aims of Homework:

- to enable children to practise skills and reinforce concepts learnt in class;
- to encourage children to become independent and more responsible for their own learning;
- to build confidence;
- to reinforce links between school and home;
- to involve parents in the education of their children;
- to help children to realise that learning does not end once they leave the classroom;
- to contribute to raising standards in children's attainment

Homework Tasks and Quantity

The table below shows the curriculum areas that are covered by homework and how much time children in each year group are expected to spend on their homework.

Where necessary, tasks are differentiated according to children's abilities.

Year group	Homework per Week
R	Daily reading (10 minutes as a minimum) Weekly phonics – Fri for Fri (3 minutes per day) From Jan – homework grid that covers all areas of learning (family directed)
1	Daily reading (10 minutes as a minimum) Spellings – Mon for Fri, spelling activities, (10 minutes per session X3) 5 words per week to learn (5 minutes per session X3) Maths– one written activity eg CGP book, (10-15 minutes) two of own eg Education City (10 minutes bursts)
2	Daily reading (10 mins as a minimum) Spellings – Mon for Fri, spelling activities, (10 minutes per session x4) Maths– one written activity eg CGP book, (10-15 minutes) Three of own eg Education City, multiplication tables (10 minutes bursts)
3	Daily reading (15 minutes as a minimum) Daily spellings every day (10 minutes) Weekly multiplication tables – Fri for Fri (10 minutes per session) Weekly Maths focus – Mon for Fri (combined with above)
4	Daily reading (20 minutes as a minimum) Daily spellings - 5 out of 7 days (10 minutes) Weekly multiplication tables – Fri for Fri (10 minutes) Weekly Maths focus – Mon for Fri (combined with above)
5	Daily reading (20 minutes as a minimum) Daily spellings – 5 per day (10 minutes) plus follow up activity Daily multiplication tables practice 5 out of 7 days (10 minutes) Weekly maths – CGP – Mon for Mon (40 minutes per session)
6	Daily reading (30 minutes as a minimum) Weekly spellings – Tues for Mon every day, January on – Mon to Fri CGP Reading Comprehension Fri for Wed (45 mins x1) Weekly Maths – CGP – Tues for Fri (45 mins x1) Weekly CGP grammar – Thurs for Tues (30 mins x1)

Children are not set extra homework tasks in the school holidays other than in Y2 or Y6 when preparing for SATs. Children may be asked to undertake some preparation or research for the following term's topics.

If children do not hand in their homework on the allotted day and they do not have a note from their adult with a reasonable explanation, they are given a sanction. It also means that the homework may not be marked by the teacher as they have to move on to the next topic.

Children will receive RE homework. This may include learning new prayers, parts for an assembly, preparing worship/celebrations, completing research projects or making models at various times during the year.

ALL Learning journals must be signed by parents as per school expectation. This way we know you are reading with your child, particularly in lower and upper Key Stage 2 where it is vital that these skills are developed further still. Children who are heard read do far better in school as do children whose parents invest in supporting their children with their homework.