



Homework Policy

2024

Responsibility: SMT

Agreed:

Approved by Board of Governors:

Created: April 2020

Amended: March 2024

Policy Statement

At St. Anthony's Primary School, we see education as a positive partnership between home and school with homework being a key part of this. We encourage children to enhance their skills, knowledge and understanding and use homework as the means of reinforcing or complimenting what has been learned in school or indeed the mechanism to further extend our pupils' learning.

St. Anthony's Primary School Homework Policy

Aims

- 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 and understanding particularly in Literacy and Numeracy.
- To assist in raising standards of attainment.
- To provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- To encourage pupils and their parents to share and enjoy learning experiences.
- To allow parents to gain an understanding of what children are learning in school.
- To provide children with an opportunity to extend learning beyond the classroom and make connections with 'real life' contexts.
- To provide greater opportunities for personalised learning enabling children to extend themselves and develop skills and knowledge in their own area of interest.
- To allow children to progress towards becoming more independent learners.
- To encourage pupils, as they get older to develop the confidence and self – discipline needed to study on their own and prepare for the requirements of second level education.

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It is important that homework is seen as a complement to what happens at school. We would like to provide opportunities not only to reinforce key skills in Literacy and Maths, but also for children to learn more across a range of subjects and become experts in those areas of interest to them.

Role of the School

- To provide parents with a clear policy regarding homework.
 - Ensure there is sensible progression in tasks from one-year group to the next, as well as the time expected to be spent on homework.
 - To ensure this policy is fully and consistently followed.
- To provide support for parents/guardians with information about homework.

Role of the Teacher

- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure that pupils are provided with differentiated tasks which have been matched to their ability level.
- To ensure all children understand the homework they have been given.
- To mark and give feedback about homework.
- To be available to talk to parents and children about homework.
- To inform parents if there is a problem regarding homework.

Role of the Parent

- To support the child in completing homework.

Opportunities for dialogue over issues concerned with homework exist by comments in the home/schoolbooks, homework diaries or through contact with the school. Teachers try to ensure that instructions concerning homework are clear to everyone in class so that all pupils have plenty of time to record what is expected. With the recent addition of the Class Dojo app, teachers have now developed the practice of writing the homework up on the class whiteboard and take a picture of it so providing parents with a clear view of what homework is to be completed. The Teachers aim to mark, where it is appropriate, and respond to homework regularly in line with St Anthony's P.S. Marking and Assessment for Learning policies. Different methods of feedback therefore can be used other than written comments e.g. learning spelling/multiplication tables.

It is important that the kind of homework set and the way in which children receive feedback are kept manageable for teachers.

- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.
- From P.4 to P.7 parents are expected to sign children's Homework Diaries on a weekly basis.

Parents are encouraged to take an interest in homework rather than just insisting that it is done. We hold the view that children are likely to get more out of activity if parents are involved as long as they do not complete the task. There are times however when children are expected to complete homework independently. This is particularly important as children get older and become increasingly more independent in their learning. If a parent is unsure about their role, they should discuss it with their child's teacher.

Role of the Child

- To ensure that they present the Log in and Passwords for Class Dojo at the beginning of the year to their parents, so ensuring that parents have a method of communicating daily with their child's class teacher and they can also clearly see what homework has been set by the class teacher.
- 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, both oral and written.
- To ensure information presented in Homework Diaries is communicated effectively between home and school and vice versa.

Type of Work

Homework can take many different forms with many different expectations and outcomes. It will not necessarily be in the form of a written task. As a child progresses through his/her school career, the nature and type of homework changes. Short activities of different kinds – simple games, learning spellings, listening to stories, reading together – provide important opportunities for younger children to discuss what they are learning with adults and practice key skills. As children get older, homework provides an opportunity for pupils to develop the skills of independent learning. The main focus for homework throughout the school will be Literacy and Numeracy.

Development of ICT

There has been a gradual introduction of ICT into homework with the introduction of Class Dojo and the use of the Accelerated Reading Programme.

Moving forward, the aim of St. Anthony's is to begin to present homework in a digital format. This will reduce the amount of photocopying which is required in presenting homework tasks. It will also reduce the age-old problem of books being left in school.

During the academic year 2020, the P.6 classes will pilot Google Classroom as a way of providing the pupils with their homework in a digital format.

N.B During March of the Academic Year 2020, the school had to close for an extended period due to the Corvid-19 virus. The staff and pupils all received training and log ins for Google Classroom to aid with the distance learning. This training was provided by Mrs M. Lavery and technical support was provided by T. Close.

When the school closed at 3.30pm of Tuesday 24th of March, every child from P.4-P.7 had access to Google classroom and was able to access work set by their class teacher. Teachers were able to model lessons and provide pupils with feedback.

Currently in 2024, all homework is now disseminated to pupils through Google Classroom, all pupils and parents are encouraged to access homework using Google Classroom and when possible, families will be supported with the use of devices from school. In certain circumstances paper copies of work can be made available to pupils. This has greatly reduced the amount of photocopying required for homework and further promotes St. Anthony's aim to be an Eco School.

Activities

Reading: This is a very important ongoing out of school activity. We like to encourage a "little and often" approach to reading, using schemes, free choice books, websites, comics etc. We hope parents will encourage a love of reading through sharing a wide range of books and materials with children. **We encourage parents to share the reading experience from early phonological skills to talking about texts as children become more independent readers in Key Stage 2. The P1 Delta and P.4 Paired Reading are two Programme we present every year to parents which provides information on how best to support children's reading.**

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With the recent addition of Accelerated Reading to St. Anthony's curriculum, there is now an expectation that every child from P.4-P.7 will undertake at least 20minutes independent reading in the evening.

Weekly Numeracy/Literacy: These activities are set to reflect learning and are discussed with children at school when they are set so that children go home understanding what is assigned. Tasks are set for children to complete as independently as possible. We, however, encourage parents and carers to discuss the task with children so that everyone becomes involved in the learning.

Numeracy Homework: This is provided through the Mathletics App. Teachers can assign pupils tasks based on work they are currently covering in class and at a level appropriate to their ability. This enables parents to follow what their child is currently being taught in class and also provides teachers with a clear indication of how well the pupil understands the work which has been covered in class.

- Involve children in practical activities such as cooking, shopping and playing board games, all of which develop an understanding of number and other mathematical ideas.
- Practice multiplication tables at home.
- Teach your child to tell the time.
- Encourage your child to use measuring tools accurately

These skills can often be learned more quickly at home on a one to one basis with parents and we actively encourage all parents to support their children in this way.

Literacy Homework: This could be writing in a particular style, research, sentence or punctuation work, reading or word based activities. Spelling, through the Linguistic Phonics Programme, and word level work take the form of investigations, spelling patterns and spelling rules. In preparation for school performances such as plays/assemblies, Literacy homework may consist of learning words to songs and lines for drama.

Talking and Listening is perhaps the most important part of English and as a skill comes before Reading and Writing. Please encourage your child to discuss with you what he/she has done at school during the day.

Reading is very important, and all children benefit from sharing books with other members of the family or a friend.

- Through the Accelerated Reading Programme, pupils have the opportunity to choose a book from the extensive range available which is pitched at their level and ability. Children are encouraged to read for a minimum of 20 minutes in the evening.
- We are always pleased to see books which the children bring from home.
- Parents should communicate with the school if there are any difficulties.

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Spelling: Using the Linguistic Phonics Programme, children will be presented with a new sound each week and a selection of spellings which reflect the “sound of the week.” The children will be provided with a different activity relating to their weekly sound each night. These activities may take the form of word sorting, writing sentences which contain the weekly sound, word searches or passages in which they must identify the key sound. We recommend that when you help your child to learn their spellings you use the following method:

- Use phonics;
- Look for letter patterns;
- Look at the word carefully;
- Read the word aloud;
- Cover the word up;
- Write the word from memory;
- Check to see if the word has been spelt correctly.

Repeat this process until the word has been spelt correctly. Please try to encourage children to learn a few words each evening, rather than leaving it all until the last evening!

Writing at home

- Teachers are always pleased to see work done at home
- Children could write a holiday diary, a report of a special event, a book review or an imaginative story or poem.
- Please ensure that children are forming their letters correctly, advice will be given by class teachers if necessary.

Other subject areas

School projects in other subject areas (e.g. WAU) can be followed up at home, thus deepening the child's understanding. There are many ways in which this can be encouraged:

- * visiting places of interest;
- * using libraries and museums;
- * making models and games;
- * drawing maps and plans;
- * making records and taking photographs.

There are a range of websites which provide many games and activities such as:

<http://www.mathszone.co.uk>, www.mathletics.org

Recommended Time Allocation

Although homework is set regularly from the Foundation Stage to P.7, the amount and frequency of homework increases as a child gets older. Homework should not cause undue stress to the child, family or the teacher. If parents/guardians have any concerns they should not hesitate to contact the school. Likewise, if an occurrence in the child's home life is preventing homework being completed the school should be made aware of this as soon as possible.

Homework Tasks

- Homework is normally set on a Friday and collected the following Thursday. This change was made following consultation with parents as parents expressed the wish to allow children the opportunity to complete homework over the weekend. Many children attend a variety of clubs during the week and parents wanted the flexibility for children to complete their homework at the weekend when they felt they had more time to supervise their child's work and less pressure to complete homework in one night.

Homework for pupils on the Special Educational Needs Register may vary in content and durations to suit their individual need

Year group Recommended time spent on homework Activities

Class	Approximate Time	Homework
Primary 1	15 mins	Reading, Writing, Mathematics
Primary 2	20 mins	Reading, Spelling, Mathematics
Primary 3	25 mins	Reading, Spelling, Mathematics
Primary 4	30 mins	Reading, Spelling, Mathematics
Primary 5	40 mins	Spellings, Tables, Literacy, Numeracy
Primary 6	45 mins	Spellings, Tables, Literacy, Numeracy
Primary 7	45 mins	Spellings, Tables, Literacy, Numeracy

Homework and holidays

We do not set children homework during school holidays but encourage children to continue reading through the Accelerated Reading Programme as much as they can and participate A.R reading tests.

Inclusion

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. It is important that children of all abilities are set appropriate homework. While it is important for SEN pupils to do as much in common with other children, at times they will benefit from weekly homework activities being differentiated according to children's ability. If the completion of a piece of homework is difficult due to home circumstances, parents/guardians or children are encouraged to inform the class teacher so that the school will attempt to make available time or whatever other resources are required to assist the child to complete the task during the school day. An example of this occurring is when a child cannot access the Internet at home for research. St Anthony's P.S. is committed to creating a climate within which everyone achieves their full potential.

Review and Monitoring

Monitoring of homework provision will be undertaken by the Senior Management Team on an annual basis.