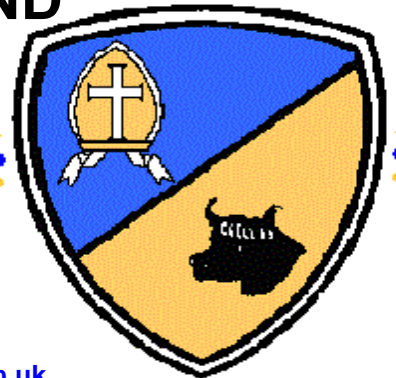


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



Church Lane

Lowton

Warrington

WA3 2PW

Headteacher: Mr S Hardaker e-mail



Fax

web

01942 201140

01942 205048

www.saintlukes.wigan.sch.uk

enquiries@admin.saintlukes.wigan.sch.uk

St Luke's is built on a core set of Christian values, where children feel happy and cared for.
Here they find, love, joy, hope and peace.

John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

'Following in God's way, Learning day by day, Working with one another, Caring for each other'

HOMework POLICY

Date of Policy: 2022

Review Date: 2025

1 Introduction

1.1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

2 Rationale for homework

2.1 Homework is a very important part of a child's education, and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see homework as an important example of cooperation between teachers and home. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

2.2 Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school. As a result of this,

our homework structure and tasks can actively encourage using experiences and learning from the wider world as a stimulus.

3 Aims and objectives

3.1 The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future.

4 Types of homework

4.1 Staff and pupils regard homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.

4.2 Each class uses the 'Chilli Takeaway Homework' structure. At the beginning of each half term the children are given a 'takeaway' sheet filled with a variety of tasks. The children are asked to choose and complete one task each week. The tasks are linked to Maths, English, the Research Project Curriculum and wider world experiences and are graded in level of challenge and detail using the chilli system (extra mild, mild, hot, extra hot). We ask the children to try to complete at least one extra hot challenge each half term. The homework tasks are suited to a variety of learning styles; it is our aim that they engage and suit all of our children. The completed homework is sent to the classteacher via Class Dojo or children can bring in their work. The classes share and celebrate the homework together. Homework completed well is acknowledged, praised and awarded with Dojo points. There may be issues arising from the work, which the teacher will follow up in lesson time.

4.3 In the Foundation Stage and at Key Stage 1 we give children books to take home and read with their parents. We give guidance to parents on achieving the maximum benefit from this time spent reading with their child. We ask Key Stage 1 children to become familiar with "words of the week" as part of their homework as well as activities to help them with their phonics.

4.4 Children in Key Stage 2 are also given reading books and are expected to read, either independently or with an adult, regularly throughout the week. The children are also encouraged to practise their spelling patterns they learn each week by completing quizzes on Spelling Frame.

4.5 In addition, the children are encouraged to practise their multiplication tables on a weekly basis, using the 'Times Tables Rockstars' programme as they will need rapid recall of these facts in order to complete multiplication and division calculations.

5 Amount of homework

5.1 As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in years 3 and 4 to spend approximately 15–20 minutes per night on homework, and children in years 5 and 6 to spend approximately 30 minutes per night. The timings for homework include: the

completion of set tasks; reading (independently or with an adult as appropriate to the child) and the learning and practising of spellings.

6 Inclusion and homework

6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we may refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

7 The role of parents

7.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

7.2 We ask parents to sign and comment on their children's reading in their individual Reading Journal. These are checked on a regular basis by staff. Children in Key Stage 2 are also encouraged to make comments about their reading in these journals. We also regularly consult with parents regarding our homework policy.

7.3 If parents have any questions about homework, they should, in the first instance, contact the child's class teacher. If they are still concerned or wish to make a complaint, they should then contact the Headteacher.

8 Use of ICT

8.1 The use of ICT and the Internet makes a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else and this is not acceptable.

8.2 There are many websites and apps containing highly educational material, which can have a powerful effect on children's learning. Our school website provides links to the sites which will best support the children's learning. Parents are advised always to supervise their child's access to the Internet at home, as they are in school.

8.3 Some of the most important educational software we use in school can be bought by parents on a home-user licence. This ensures that children are using age-appropriate software in their work at home. The school will supply interested parents with details.

8.4 We do not allow children to bring computer memory pens into school, because of the risk of viruses. If work cannot be sent via Dojo or printed on the computer at home, it should be handwritten.

9 Monitoring and review

- 9.1** A named member of staff is responsible for coordinating and monitoring the implementation of this policy. We allocate special time for this vital task. The coordinator uses this time to inspect samples of the children's work and of the teachers' planning.
- 9.2** It is the responsibility of our governing body to agree and then monitor the school homework policy. The committee of the governing body that deals with curriculum issues does this. Parents complete a questionnaire each year and we pay careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way homework is organised in our school.



SCHOOL MEMBER

