



# **St Martin and St Mary C of E Primary School**

## **Homework Policy: Information for Parents & Carers**

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### **Our School Vision and Values**

As a Christian school, St Martin and St Mary is an inclusive and happy community; nurturing confidence, a thirst for learning and resilience in a safe loving environment. Our priority is developing the whole child spiritually, emotionally, physically and academically to live the most rewarding life.

*'Life in all its fullness' John 10.10*

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. The aim of this school is to provide a rich, broad and balanced education within a caring and stimulating Christian environment, serving the whole school community. To create an environment in which learners are encouraged to fulfil their potential and make a positive contribution to their society.

At St Martin and St Mary these are the Christian values that are the most important for our school. These values will help make our school a great place to be.

**Friendship    Love    Forgiveness    Trust    Honesty    Faith**

We believe that children learn best when parents, the school and children work together in partnership.

<b>Approved by</b>	
<b>Name</b>	Moira Rose
<b>Position</b>	Standards and Curriculum – Committee Chair
<b>Signed</b>	<i>Moira Rose</i>
<b>Date</b>	8 <sup>th</sup> July 2021
<b>Review date</b>	(3 years)

**Our homework policy aims. We:**

- Are consistent in our approach when we give homework, with its content and how it should be completed.
- Support children's learning, by reinforcing skills learnt in class and by encouraging independent research skills.
- Encourage children to develop personal organisation skills.
- Take account of the needs of the individual child including children with special educational needs or English as an additional language.
- Will work within the Dyslexia Friendly School framework.
- Ensure parents and carers understand what is expected of them.
- Make homework manageable, meaningful and enjoyable for parents, teachers and children.

**Ways in which parents can support children's learning at home:**

- Try and hear them read every day (as little as 5 minutes will do!)
- Read to your child at a level they understand. 'Share a book for enjoyment' This helps with building stamina and understanding. Audio books are also a good way of increasing your child's reading skills.
- Give them help and encouragement. Try and get involved and above all talk to them about their learning and listen to what they tell you.
- Using the information sent home in the curriculum overview sheet each term, try and take them to museums and libraries.
- Regular visits to the local library
- If you have access to the Internet, there are many websites that can help your child explore the subjects they are learning at school. There will be many useful links which we will share with your child.
- During school holidays, continue to hear them read and revise their 'times tables'.
- For Year 6 children we use revision guides (maths and spelling, grammar and punctuation) for both homework and focused class based lessons

**Expectations:**

The curriculum for each year group is carefully planned, becoming increasingly more demanding as the children get older. The same applies for homework. As the children get older it is expected that home work will take longer to complete and help a child further develop their independence skills.

Some homework is in preparation for weekly assessment tests e.g. spelling and times tables. Other homework supports work done in lessons. As the children get older research will be done to produce projects to share with their class and the school.

## Specific Year Group Expectations

Early Years Foundation Stage (EYFS)			
Pre-School			
Tasks	Expected time to complete	Frequency	
Story sacks to take home and share and enjoy	15 minutes any time during day	Weekly	
Time together at home cards	Ideas for parent to use with child throughout normal day to day routine	Ongoing	
Nursery			
Tasks	Expected time to complete	Frequency	
Children choose a book from the library to take home to share and enjoy	Bed time or other time story	Weekly	
Web based activity	Busy things website		
Maths	Maths poster in nursery window with ideas of activities to do	Each half term	
Communication and language - phonics	Poster in nursery window with ideas of activities to do	Each half term	
Reception			
Area	Tasks	Expected time to complete	Frequency
Reading	Read with the children at home Tricky work books Letters and sounds books	5-10 minutes	3 to 4 times per week record in home/school book
Phonics	Look at each weeks new letters and key words in learn packs	5-10 minutes	3 times per week
Spelling	Read on site the key and tricky words in learn packs	5 minutes	Twice a week
Maths	Suggested weekly activities	5 minutes	weekly
Wider curriculum	Using the weekly learning sheet complete the suggested activities. Next steps in their learning to share and continue at home		Weekly
Web based activity	'Busy Things' Teach your monster to read	Phonics, reading and maths	As and when

<b>Key Stage 1</b>			
<b>Year 1</b>			
<b>Area</b>	<b>Tasks</b>	<b>Expected time to complete</b>	<b>Frequency</b>
Reading	Read with the children at home using the chosen book from the colour box or library book Phonics activities	5 - 10 minutes	Daily (please record in reading record)
Spellings	Common exception words	5 -10 minutes	Weekly from Spring term, given out on Friday in homework book
Maths	Maths workout challenge linked to current classwork Maths packs Education City	5 – 10 minutes	Weekly, given out on Friday in homework book
English	Linked to curriculum Handwriting practice	5 - 10 minutes	Weekly, given out on Friday in homework book
Other	Sometimes a task related to a topic or project		Half termly
<b>Year 2</b>			
<b>Area</b>	<b>Tasks</b>	<b>Expected time to complete</b>	<b>Frequency</b>
Reading	Read with the children at home using the chosen book from the colour box or guided reading book or library book	10 minutes or so	At least 4 times per week plus library book record in reading record
English Grammar and other tasks	Grammar and punctuation – this might be an Education City activity (web)	5-10 minutes	Practise weekly or more often. Checked every week
Spellings	Words associated to the phonic patterns being taught. Common exception words Linked to spelling patterns	At least 4 times per week	New word list each week tested weekly – spelling lists will be uploaded to the Spelling Shed (online)
Maths	Maths challenge linked to current classwork (might be Education City) Times tables practice on Times Table Rock Stars Maths packs	5 – 10 minutes	weekly
Web based activity	Busy things Education City TTRS Spelling Shed		As set by the class teacher
Other	SATs question practice papers		Half termly

## Lower Key Stage 2

### Year 3

Area	Tasks	Expected time to complete	Frequency
Reading	Reading to self or an adult as appropriate.	10 -15 minutes	At least 5 times per week (record in reading diary).
Spellings	Learn words for the weekly test.	10 minutes per evening	6 times per week – work handed in on a Friday.
Web based activity	Times Tables Rock Stars (own login) Spelling shed	10 minutes 10 minutes	Weekly tables practise Weekly spelling practice
	Independent research / investigation of websites.	Optional - children encouraged to research with new topics.	For duration of topic.
Other	Sometimes a task related to a topic or project.	2- 3 weeks often over a half term	Termly
English and Maths	Work linked to weekly maths focus. Maths packs.	15 - 20 minutes	Weekly – work handed in on a Friday.

### Year 4

Area	Tasks	Expected time to complete	Frequency
Reading	Reading to self or an adult as appropriate.	10 -15 minutes	5 times a week with parents recording in their reading diaries. Checked each Friday.
Spellings	Learn 10 words for the weekly test. Use Spelling Shed to aid the learning of spellings.	Practise daily and record on the grid provided.	Tested weekly on a Friday.
Tables	Practise a specific table. Use TTRS to facilitate this.	10 minutes	Daily TTR sessions. 5 per week in school.
Spelling, Punctuation and Grammar	Work linked to weekly SPAG focus.	20 minutes	Weekly work and handed in on a Friday.
Maths	Work linked to weekly maths focus.	20 minutes	Weekly work and handed in on a Friday.
Other	Greek study project.	Deadline is given once the project is set.	For duration of topic- once a year.

## Upper Key Stage 2

### Year 5

Area	Tasks	Expected time to complete	Frequency
Reading	Reading to self /parents	10 -15 minutes	3 times per week. Parents to record in reading diary- checked on Friday
Spellings	Learn words for the weekly test (5 or 10)	Practice daily –record on a grid Practice year 5 and 6 spellings common exception words	Weekly spellings. Given on Thursday and tested the following Thursday. Grids to be completed.
Tables	Practice a specific table for Times Table Rockstar sessions.	Practice weekly	Each week
Maths	Support with class work or practice new skills	Given Friday to be completed by Wednesday	Each week
English	Support with class work or practice new skills	Given Wednesday to be completed by Monday	Each week
Web based activity	Research on current topics Times Table Rockstar with Individual logins Spelling Shed with individual logins.	2-3 days	As needed
Other	Private study project	4-5 weeks	Once a year

### Year 6

Area	Tasks	Expected time to complete	Frequency
Reading	Reading to self	10 -15 minutes Independently	Daily
	Reading to parents Reading Comprehension Practise	10 -15 minutes 20 minutes	3 times per week. Parents to record in reading diary Weekly
English	SATs revision Grammar and Punctuation revision practise	30 minutes	Weekly
Spellings	Word list to learn for a weekly test.	7 days	Each week
Tables	All tables mixed	daily	Each week
Maths	SATs practice of mixed topics. Arithmetic focus	30 minutes	weekly
Web based activity	Times Table Rock Stars Research on topics		During the Autumn Term

	Habitats and Mayans		
Other	Science revision - topic based Habitats project History project as referred to - Mayans		Autumn term for the duration of the topic