



Homework Policy

The Catholic Ethos of Our School

At St. Albert the Great Catholic Primary School we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each child and family and to provide a warm and caring environment within which all children can learn and develop.

Our school was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic school in accordance with canon law and teachings of the Catholic Church, and in accordance with the Trust Deed of the Archdiocese of Westminster and at all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

Introduction

At St. Albert the Great School, we recognise the potential for homework to positively reinforce what children learn at school. Guidelines published by the Department for Education and Skills in 1998 define homework as "any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers". At Key Stage 1, the role of homework is essentially to develop a partnership with parents or carers, encouraging active involvement in their child's learning. At Key Stage 2, homework is an opportunity for children to practise skills learnt in class time and should continue to involve parents but also help to develop independence.

Aims

- To ensure there is consistent practice across the school in setting, managing and marking homework.
- 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.
- To enable children to consolidate, reinforce and extend skills and understanding beyond the classroom.
- To provide opportunities for parents to be partners in their children's learning.
- To allow children to progress towards becoming more independent learners.
- To reflect the fact that the purpose of homework changes as children move up through the school.

Roles and Responsibilities

The Governing Body will:

- Set a policy that ensures teachers, children and parents understand the expectations regarding homework
- Regularly monitor and evaluate the policy to check that it supports pupils' learning in the best possible way

The Headteacher and Senior Leadership Team will:

- Ensure the policy is developed so that homework is part of the school's overall learning and assessment strategy
- Ensure there is a regular programme so that teachers, children, and parents or carers know what to expect each week

The subject leader will:

- Include the monitoring of homework as part of their overall monitoring role within their subject
- Audit provision for homework to ensure resources are available to support teachers in setting homework

Class teachers will:

- have high expectations of pupils in completing homework
- set and adhere to regular homework routines in line with the school's policy
- give prompt, clear feedback on homework and ensure this is communicated to parents
- plan tasks carefully so they are structured to support progression in learning, as part of the school's schemes of work
- plan and set a programme of homework that is appropriate to the needs of the child
- ensure all children understand the homework they have been given
- mark and give feedback about homework
- be available to talk to parents and children about homework
- inform parents if there is a problem regarding homework
- Employ sanctions in line with the school's policy if homework is persistently late
- Inform the Headteacher of any ongoing issues relating to homework

Parents will:

- support the child in completing homework
- ensure the child completes homework to a high standard and hands it in on time
- provide the appropriate conditions for the child to complete the homework
- provide the appropriate resources for the child to complete the homework

Children will develop independence to:

- ensure they have everything they need to complete homework each week
- make sure they understand the tasks that have been set
- put in the same level of effort as would be expected of class work
- hand the homework in on time
- take on board any feedback about homework

Monitoring the Effectiveness of the Policy

We will know if the policy is successful because:

- feedback from pupils will tell us that homework supports their learning and is enjoyable
- feedback from parents will tell us that homework is well pitched to meet their child's needs and enables them to support learning
- subject leaders' monitoring of homework will reveal that all children make good progress

Review

This Policy was discussed by teaching staff in December 2009 and approved by the Governing Body in June 2010. It will be reviewed in accordance with the Governors' Policy Review Schedule.

Homework Policy into Practice

Organisation

Homework does not just mean formal exercises carried out by children without help from adults. Particularly in the case of younger children, it is the involvement of parents and carers in joint activities, which can be very brief, which is most valuable in promoting children's learning. The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning. Broad expectations, however, about the amount of time pupils might reasonably be expected to spend on homework provide a useful framework and discipline for schools and are helpful for parents and are set out below:

Foundation	Variable	Weekly guidance given by Foundation teacher
Years 1 & 2	1 hour per week	Daily reading (including phonics), other literacy work and number work
Years 3 & 4	1.5 hours per week	Literacy and mathematics as for years 1 and 2, with occasional assignments in other subjects
Years 5 & 6	2 hours per week	Regular weekly schedule with continued emphasis on literacy and mathematics, but also ranging widely over the curriculum

- The focus of homework will be on the important skills of literacy and mathematics.
- RE is included in the homework programme.
- Regular reading at home with parents is essential for development of reading skills. Daily reading is recommended even when children become fluent or independent readers.
- Science and other subjects will be added to the programme as children move up the school, without losing this focus on literacy and mathematics.
- Older pupils will be given other tasks such as finding out and preparing information as well as traditional writing tasks.
- Homework will NOT be set during half term and holiday time or for pupils who are absent for holidays during term time.

Assessment, Recording and Reporting

- Homework will be marked in accordance with the school's marking policy.
- Teachers organise their own system of recording homework which may include folders, work books or loose leaf files.
- Marked homework will be returned to the parents the following week (either in the child's homework book or homework file, depending on the teacher's system).

ICT and Homework

- Where ICT is to be used for the purpose of homework, teachers, pupils and parents will have regard to the school's safety policy.
- Teachers should be aware of access issues regarding the use of ICT for homework and provide pupils with the opportunity to complete homework at school if there is no access at home.