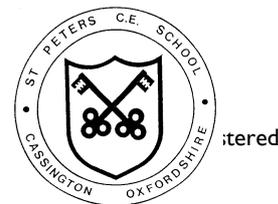


# ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL



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## HOMEWORK POLICY

*St Peter's C of E school promotes Christian values and fosters an environment of spirituality, creativity and respect where everyone is valued and each child can achieve their full potential.*

St Peter's CE Primary School is part of the Eynsham Partnership Academy.

We believe that homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We value the support of parents /carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home /School Agreement.

We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time'.

A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for secondary school. Most of the homework is provided for completion over the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables, spellings are proven to be better when completed in shorter daily sessions. The timings given are guidelines suggested by the government, however time allocated to homework activities will vary depending on the task set, the age and ability of the child.

Apple Tree Class	Activity	Time	Sent out /return by
Early Years Foundation Stage F2 and F3:	• Songs and rhymes sent home for each topic	Each week to share	At the beginning of term
	• Children will take home a story book	Each week to share	
F1:	• Children will have a <u>sound book</u>	New sounds are regularly added to learn.	
	• Children should read and practise their <u>words</u> and this should be recorded in the homework diary.	Three days a week.	

	<ul style="list-style-type: none"> <li>Each topic a letter is sent home which provides <u>optional topical activities</u>.</li> </ul>		
	<ul style="list-style-type: none"> <li>In the summer term children will have <u>spellings</u> to learn.</li> </ul>	Weekly	Depending on spelling readiness
<b>Oak Class</b> Year 1 and Year 2 (10 minutes a day minimum to include all activities)	<ul style="list-style-type: none"> <li>Reading –</li> </ul>	minimum of three times a week recorded into Reading Records.	
	<ul style="list-style-type: none"> <li>Sound books and keywords</li> </ul>	to be practised alongside their reading.	
	<ul style="list-style-type: none"> <li>Spellings</li> </ul>	given every week to learn at home	Tested and given out on Wednesday
	<ul style="list-style-type: none"> <li>Mathletics activity (this will be set in the summer term)</li> </ul>	one activity per week minimum.	Activities set once a week
<b>Maple Class</b> Year 3 and Year 4 (15 – 20 minutes a day minimum)	<ul style="list-style-type: none"> <li>Reading</li> </ul>	minimum of five times a week (10 minutes)	
	<ul style="list-style-type: none"> <li>Spellings</li> </ul>	given every week to learn at home	Tested and given out on Friday
	<ul style="list-style-type: none"> <li>Tables</li> </ul>	practise daily (5 minutes)	Test on Fridays
	<ul style="list-style-type: none"> <li>Maths</li> </ul>	weekly activity plus mathletics activity once a week (20 minutes)	Given on Fridays expected before following Friday
	<ul style="list-style-type: none"> <li>Literacy</li> </ul>	Fortnightly (20 minutes)	Given on a Friday expected in (after 2 weekends) on the following Monday
	<ul style="list-style-type: none"> <li>Learning Log</li> </ul>	either science or humanities activity Fortnightly (20 – 30 minutes)	
<b>Willow Class</b> Year 5 and Year 6 (30 minutes a day)	<ul style="list-style-type: none"> <li>Times table practice</li> </ul>	Daily	
	<ul style="list-style-type: none"> <li>Reading</li> </ul>	At least 3x week, daily preferred	
	<ul style="list-style-type: none"> <li>Spellings</li> </ul>	Weekly	Given out on Monday, tested on Friday
	<ul style="list-style-type: none"> <li>Medal Maths</li> </ul>	Weekly	Given on Monday
	<ul style="list-style-type: none"> <li>Literacy</li> </ul>	every other	Given out Monday

	<ul style="list-style-type: none"> <li>• Cross Curricular work</li> </ul>	week	return 2 weeks on Friday
	Term 3 Year 6 will also have revision packs.		
<b>Whole School</b>	<p>There may be other activities which need to be completed during the week. Parents will be informed of these separately.</p> <p>All of the above homework may be subject to change. Please check with your class teacher if you are unsure.</p>		

Role of the Governing Body	<p>The Governing Body has:</p> <ul style="list-style-type: none"> <li>• delegated powers and responsibilities to the Performance and Standards Committee and to the Headteacher to oversee the development of this policy;</li> <li>• nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;</li> <li>• responsibility for the effective implementation, monitoring and evaluation of this policy</li> </ul>
Role of the Headteacher	<p>The Headteacher will:</p> <ul style="list-style-type: none"> <li>• promote this policy by raising its status and importance;</li> <li>• ensure that homework is built into teachers planning;</li> <li>• provide supportive guidance for parents;</li> <li>• keep up to date with new developments with regard to homework;</li> <li>• monitor and evaluate this policy</li> </ul>
Role of the teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> <li>• integrate homework into their planning;</li> <li>• set interesting tasks or activities;</li> <li>• set homework appropriate to each child;</li> <li>• explain when, what and how the work is to be done so that each child clearly understands;</li> <li>• provide feedback in line with the marking and feedback policy.</li> </ul>
Role of the Parents /Carers	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> <li>• sign the Home-School Agreement indicating their support for homework;</li> <li>• praise the value of homework to their children;</li> <li>• provide a suitable space in their home where their children can concentrate on their homework;</li> <li>• establish a homework routine such as no television; provide materials pens, pencils etc.;</li> <li>• go through the homework before their child starts and discuss the completed work when finished;</li> <li>• make the experience pleasurable;</li> <li>• find time to work with their child or be at hand if a problem arises;</li> <li>• discuss, encourage and praise their child's efforts;</li> <li>• contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;</li> <li>• contribute to school evaluation so the school can monitor and evaluate its effectiveness</li> </ul>
Role of the children	<p>Children are asked to:</p> <ul style="list-style-type: none"> <li>• complete their homework and hand it in on time;</li> <li>• listen carefully in class to make sure they understand what is asked of them;</li> </ul>

	<ul style="list-style-type: none"> <li>• contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate;</li> <li>• make sure they get feedback on their homework;</li> <li>• highlight to the School Council any ideas they may have about homework</li> <li>• complete their homework using appropriate writing materials</li> <li>• have a go at all their homework activities</li> </ul>
Types of homework	All homework tasks and activities are designed to consolidate and reinforce skills and understanding in numeracy and literacy and enhance cross curricular teaching.
Feedback	<p>All children receive prompt feedback on their homework in a variety of forms such as:</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• written</li> <li>• class discussion</li> <li>• praise and recognition during an achievement assembly</li> </ul> <p>Parents are asked to:</p> <ul style="list-style-type: none"> <li>• give teachers any feedback they feel might be useful;</li> <li>• encourage their children to talk about the feedback they have received;</li> <li>• contact the school if they have any concerns</li> </ul>
Monitoring the effectiveness of the policy	The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.

**Signed**..... **Date**.....

**Review Date**.....