

St Elizabeth Catholic Primary School

Homework Policy



The Governing Body of St Elizabeth Catholic Primary School

Date of Policy	July 2017
Reviewed	July 2019
Reviewed	September 2022
Review Date	October 2023
Chair/Committee Chair of Governor's signature	
Headteacher's signature	

Mission Statement

Inspiring and achieving lifelong learning in a welcoming Catholic community.

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the

Safeguarding Statement

At St Elizabeth Catholic Primary School, we respect and value all pupils and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Elizabeth Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality statement

As a school we are committed to ensuring that equality principles are embedded within all school policies and procedures, as we endeavour to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation, and ethnic origins.

School Values

As a Catholic school with a strong Christian ethos we actively support and promote a value-based education. By living out our 4Rs – **Relationships, Resilience, Responsibility** and **Respect**, we encourage the whole school community to:

- Think about and reflect upon positive Christian, British and Universal values
- Experience how living out these values impacts on themselves and others, in school, in the wider community and in the world
- Instil a sense of belonging to the school, the local community, the country they live in and the wider global community
- Inspire individuals to choose their own positive personal social, moral and spiritual values
- Promote an inclusive school ethos and a learning climate that will raise aspirations and achievement
- Raise self-esteem and encourage pupils to take more responsibility for their own behaviour and learning

British Values

At St Elizabeth, we recognise and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through this provision of SMSC, the school will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Introduction

At St Elizabeth Primary School, we offer a rich and varied curriculum, designed to both broaden children's experiences and enhance their academic achievement. We recognise that school is not the only place where children learn. The experiences that children get at home, through clubs and family time is of utmost value to their development as well-rounded young citizens.

It is for this reason that our homework programme is designed to enhance children's learning experiences, rather than encroach on family time.

Purpose of Homework

- ✓ To provide an opportunity for parents to become involved in the academic development of their child;
- ✓ To consolidate and reinforce skills and understanding, particularly with basic skills and the creative elements of the curriculum;
- ✓ To explore resources for learning, of all kinds, at home;
- ✓ To provide an enjoyable and purposeful supplement to class work;
- ✓ To extend school learning, for example, through additional reading;
- ✓ To encourage pupils, as they get older to develop the confidence and self-discipline needed to study independently.

Our philosophy to Homework

In consultation with parents and pupils, we have agreed the following. While this is adapted for each phase, the key principles are the same:

- Daily reading practice
- A half termly "**Homework Grid**" that offers a number of different activity options, linked to current class topics. Each activity earns a given number of points (2-6). Certificates will be given to pupils at the end of the half term who achieves key milestones for Bronze, Silver and Gold. There will be a mid-point check set and a final deadline set for teachers to monitor homework and provide feedback. (see Appendix 1)
- The children will be given an exercise book/paper to complete their homework project in.
- Completed homework projects will be due in just before half term, where the points will be added up and will also contribute towards their House.
- Additional Literacy and Maths homework is offered to parents who request it from the class teacher, which is aimed at supporting and reinforcing the work carried out in class that week. This will be uploaded weekly onto Google Classroom. Please note this work will not need to be handed in to the teacher and will not be marked.

Pupils with Special Educational Needs

Children with special educational needs should be set homework that reflects their ability. Home learning tasks related to practising basic skills must be differentiated by the teacher according to the child's ability.

Homework Club

A homework club is available for pupils from Year 2-6 after school to support children in completing their homework. Homework club is open to all children but can support children who find completing their homework difficult, find it hard to find a quiet place to work at home or have problems finding resources.

There is also provision for children to be supported with homework tasks in After School Club.

Key Phases

In the Early Years we encourage parental involvement to establish a firm partnership between the school and home.

Homework programme for **Early Years**:

Topic	Frequency	Notes
<i>Reading</i>	Daily - Books are sent home for the children to share and enjoy with their parents/carers.	Parents are asked to comment in their child's Home Reading Record daily.
<i>Phonics</i>	Daily - Phonics cards/sheets are given out in Reception and parents are asked to help their child practice the sounds and say the letter.	New sounds and letters/words will be sent home weekly, as appropriate for each child.
<i>Homework Grid</i>	Half Termly - Additionally, parents are given a bank of activities related to our half termly topics that they can complete with their child.	Books will be collected on the homework due date given.

Homework programme for **Key Stage 1**:

Topic	Frequency	Notes
<i>Reading</i>	Daily - 10 minutes with an adult	Please ask your child questions about the characters, setting and plot to check their understanding. Please comment in the Home Reading Record.
<i>Maths</i>	Weekly - A Maths activity will be set which will focus on mental calculation, including number bonds and times tables.	Guidance will be provided on a range of fun and practical ways that parents can support their child with maths at home.
By the end of Key Stage 1, children should be able to recall and use multiplication and division facts for the 2, 5 and 10 times tables.		
<i>Homework Grid</i>	Half termly	See "Our philosophy to Homework" section.

Homework Programme for **Key Stage 2**:

Topic	Frequency	Notes
<i>Reading</i>	Daily -15 minutes with an adult.	Listen to your child read and ask them questions about their book. Encourage your child to read across a wide range of genres, including newspapers, journals and encyclopaedia. It is an expectation that this is regularly signed by parents/carers and this will be closely monitored by school.
<i>Maths</i>	Weekly - A Maths activity will be set which will focus on mental calculation, including times tables and related division facts.	Guidance will be provided on a range of fun and practical ways that parents can support their child with maths at home.
By the end of Year 3, children should be able to recall and use multiplication and division facts for the 3, 4, and 8 times tables.		
By the end of Year 4, children should be able to recall and use multiplication and		

division facts for all tables up to 12 x 12.

<i>Homework Grid</i>	Half termly	See "Our philosophy to Homework" section.
----------------------	-------------	---

Homework Cycle 2021-22

Whole school topics are developed in different age-appropriate ways for each year group. These topics provide a whole school focus every half term allowing children to develop their understanding of links between subjects and areas of learning.

Theme	Hand out	Due in
Autumn Topic	Thursday 23 rd September	Thursday 18 th November
Advent & Christmas	Thursday 25 th November	Wednesday 5 th January
Spring Topic	Thursday 13 th January	Tuesday 22 nd February
Lent & Easter	Thursday 3 rd March	Tuesday 26 th April
Summer Topic	Thursday 5 th May	Thursday 23 rd June

Review

The governing body reviews this policy every two years. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Recommended by Teaching & Learning Committee: Date of FGB Ratification:	Signed: Ms A John (HEAD TEACHER) Mr T O'Sullivan (CHAIR OF GOVERNORS)
Review date:	Signed: Ms A John (HEAD TEACHER) Mr T O'Sullivan (CHAIR OF GOVERNORS)
Review date:	Signed: Ms A John (HEAD TEACHER) Mr T O'Sullivan (CHAIR OF GOVERNORS)

MULTIPLE INTELLIGENCES AND BLOOM'S TAXONOMY

Homework for Year 5 **Example**

UNIT OF STUDY: AFRICA

Multiple Intelligences (How do you learn best?)	Bloom's Taxonomy: Six Thinking Levels					
	Knowing (2)	Understanding (2)	Applying (4)	Analysing (4)	Creating (6)	Evaluating (6)
Verbal I enjoy reading, writing and speaking.	List key, influential Africans, and state which country they're from.	Write a newspaper report about an Apartheid protest	Design a poster to promote the equality of Black people	Explain why we need to remember and keep retelling stories of Apartheid	Write a story set in Africa.	Review a non-fiction book about Africa.
Mathematical I enjoy working with numbers and science.	Find out the distance of 5 African countries.	Find out what a day's meal would cost in a chosen African country.	Plan a menu for a week using only natural African food.	Choose a tool used in Africa, and explain how it works.	Plan a planting scheme for a vegetable garden to provide food all year.	Make a chart to show the pros and cons of different types of houses.
Visual I enjoy painting, drawing and visualising.	Make a timeline of the key events of Nelson Mandela's life.	Find some pictures and make a collage to show an aspect of Africa.	Create a piece of art based on any African country.	Create a picture to encourage people to visit Africa.	Design a comic for an African child.	Choose a painting about Apartheid and explain its effect.
Kinaesthetic I enjoy doing hands-on activities.	Show what you would pack into your suitcase to travel to Africa.	Make a model of an African animal.	Design a board game based on African animals.	Design and make an African mask.	Design an African Savannah.	Find and make a recipe from Africa. How does it compare to British food?
Musical I enjoy making and listening to music. (tasks should be recorded when possible)	Find some music from Africa.	Find out how and when people would listen to music.	Write a set of lyrics about an African sunset.	Choose a popular song from Africa and explain why you like it and how it makes people feel.	Compose a piece of music entitled 'Africa'	Review the music used in a film set in Africa.
Interpersonal I enjoy working with others	Find and perform a poem about Africa with a partner.	Plan food, games and decoration for an African festival.	Write and perform a radio broadcast for housemaids to help them cope with their jobs.	Find out if any relatives or neighbours have stories from Africa, and rewrite it.	With a friend do a presentation about a famous person from Africa	Make a display to show how Apartheid affected different people in Africa.
Intrapersonal I enjoy working by myself.	Find out about the work women did, during Apartheid.	Draw a storyboard about the life of a famous African.	Make a mind map about Africa. You can include pictures if you want to.	Write 10 questions you would have asked your favourite African if you could have met them.	As an African school child, write a diary of a week in your life and explain how you are feeling.	Describe the effect of Apartheid on different children.