



St. Lawrence Primary School



Homework Policy

Introduction

At St Lawrence School we believe that homework is one of the building blocks upon which we develop our students' learning. It is set in order to revise and consolidate concepts taught during lessons and to allow for 'practice time', which is often difficult to find within the school day.

Homework is only given with specific targets in mind and not just to 'fill time' in the evening. Depending on the age of the child, homework may take the form of reading a book, an activity to be completed, tasks set online, or (at KS2) coursework. We also hope that parents find it helpful to be kept abreast of the concepts which their children are learning and will be able to support their child with their work, as targets are included in Homework/Target Booklets.

As a staff, we are mindful of the pressures of daily life and the need for children to develop interests and hobbies outside of an academic context, so with this in mind, children will not be required to carry out activities if parents have specified in writing that they wish their child to be excused from them.

Homework Content

The amount of homework which a child receives varies with age. Ideally, children should do a small amount each night as this is more beneficial than doing an hour a week – especially if everything is left to the last minute!

Homework is set in three main areas:-

- 1) Maths – times tables and mental maths activities (with targets identified) and number bonds (number bonds to 5 are: 0+5, 1+4, 2+3, 4+1)
- 2) Literacy – spelling activities where (dependent on age) the child will practise using a dictionary, using a thesaurus, putting words in alphabetical order, using their words in a sentence and finding antonyms and synonyms (Years 5 and 6). These sheets are also where children receive feedback on their use of sentence types and areas which have been taught in punctuation and grammar.
- 3) A project based on the term's topic (called Coursework in Year 5 and Year 6) which is usually based on a Geography, Science, Art, Design Technology or History area. The number of pieces required increases with age. There will not be more than one Design Technology (where children have to build or make something) a year!

Each student has a Homework/Target Folder which contain his/her individual targets for that half term (or week). It is optional as to whether or not parents work on these with their children, as some parents want lots of homework whilst others don't want any.



St. Lawrence Primary School



Homework Policy

What to expect in Each Year Group

Foundation Stage

Reception – Reading (either with or to the child)

Key Stage 1

Year 1

Daily Reading

Revision of speed sounds and complex speed sounds, depending on the RWInc Group in which the child is placed.

Spellings From Orange Group upwards (to include red words and some from the statutory spelling list) - dependent on the pupil's RWInc. Group. Two statutory spelling words are given weekly.

Year 2

Daily reading with discussion of the text. Questions and discussion points can be found in the back of RWInc books.

Speed Sounds - Revision of speed sounds and complex speed sounds, depending on the RWInc Group in which the child is placed.

Spelling Sheet (to include red words and words from the statutory spelling list) - dependent on the group which the pupil is in, in RWInc.

Key Stage 2

Year 3

Daily reading with discussion of the text.

Ask children if they can:-

- retell what they've read in their own words
- explain how a character feels
- find some quotes to support their answer
- remember some facts from a nonfiction book
- explain why the page is set out in a particular way e.g. why has the author put the title top left?
Why has the author used questions? How would you have set this page out differently?

Spelling - PSP (personalised spelling programme where children work on learning spelling patterns specifically identified for them, sentence structure and alphabetical ordering) or spellings related to the New Curriculum Statutory Spelling List

Tables (2s, 3s, 4s, 5s, 10s) depending on individual children's current knowledge

Home Learning Project – two (optional) pieces every term, based on a subject area in History, Geography, RE or Science.

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.



Homework Policy

Year 4

Daily reading with discussion of the text.

Ask children if they can:-

- retell what they've read in their own words
- explain how a character feels
- find some quotes to support their answer
- remember some facts from a nonfiction book
- explain why the page is set out in a particular way e.g. why has the author put the title top left? Why has the author used questions? How would you have set this page out differently?
- Find synonyms for words in the text e.g. sad – depressed, lonely, despondent
- RWInc or RWInc comprehension homework, dependent on group
- Change the tense of a paragraph – put a sentence or paragraph from the past tense into the present tense
- Read two books by the same author and compare them based on theme, characters, mood, plot etc.

Spelling - PSP (personalised spelling programme where children work on learning spelling patterns specifically identified for them, sentence structure and alphabetical ordering) or spellings related to the New Curriculum Statutory Spelling List

Times Tables to 12 X 12 - depending on individual children's current knowledge

Home learning project – two (optional) pieces every term, based on a subject area in History, Geography, RE or Science.

Year 5

Daily reading with discussion of the text.

Ask children if they can:-

- retell what they've read in their own words
- explain how a character feels
- find some quotes to support their answer
- remember some facts from a nonfiction book
- explain why the page is set out in a particular way e.g. why has the author put the title top left? Why has the author used questions? How would you have set this page out differently?
- find synonyms for words in the text e.g. sad – depressed, lonely, despondent
- RWInc or RWInc comprehension homework, dependent on group
- change the tense of a paragraph – put a sentence or paragraph from the past tense into the present tense
- Read two books by the same author and compare them based on theme, characters, mood, plot etc.

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.



Homework Policy

- identify the focus of each verse in a poem.
- 'rewrite'/change the ending of a book.
- Change the adjectives, verbs and adverbs in a descriptive sentence to create a different mood e.g. Jane and Will **desperately clambered** over the **jagged** rocks, trying **to escape** from the **deadly** monster. Jane and Will **happily skipped** over the **smooth** rocks, trying to **find** the **friendly** monster.

Spelling - PSP (personalised spelling programme where children work on learning spelling patterns specifically identified for them, sentence structure and alphabetical ordering) or spellings related to the New Curriculum statutory spelling list. This sheet also addresses much of what is included on the grammar and punctuation curriculum e.g. antonyms/synonyms, and also allows for revision of specific Alan Peat Sentence Types.

Times Tables to 12X12 - depending on individual children's current knowledge

CLIC sheets are sent home with targets identified, weekly.

Coursework – linked to the class project; one, two or three pieces per term, based on a subject area in History, Geography, RE or Science.

Year 6

Daily reading with discussion of the text. Ask children if they can:-

- retell what they've read in their own words
- explain how a character feels
- find some quotes to support their answer
- remember some facts from a nonfiction book
- explain why the page is set out in a particular way e.g. why has the author put the title top left? Why has the author used questions? How would you have set this page out differently?
- find synonyms for words in the text e.g. sad – depressed, lonely, despondent
- RWInc or RWInc comprehension homework, dependent on group
- change the tense of a paragraph – put a sentence or paragraph from the past tense into the present tense
- read two books by the same author and compare them based on theme, characters, mood, plot etc.
- identify the focus of each verse in a poem.
- 'rewrite'/change the ending of a book.
- Change the adjectives, verbs and adverbs in a descriptive sentence to create a different mood e.g. Jane and Will **desperately clambered** over the **jagged** rocks, trying **to escape** from the **deadly** monster. Jane and Will **happily skipped** over the **smooth** rocks, trying to **find** the **friendly** monster.
- Summarise a chapter – identify the main points.
- Summarise or review an entire book – what happened in this book? What was the main theme of the book e.g. loss, heroism, friendship?

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.



St. Lawrence Primary School



Homework Policy

Spelling - PSP (personalised spelling programme where children work on learning spelling patterns specifically identified for them, sentence structure and alphabetical ordering) or spellings related to the New Curriculum Statutory Spelling List

Times Tables to 12X12 - depending on individual children's current knowledge

Mental Maths – Mental Maths activities with targets identified. Pupils should work on one target established in the baseline assessment and try these with different numbers e.g. How many vertices does a squared based pyramid have? How many faces does a cube have?

Coursework – one, two or three pieces per week, based on a subject area in History, Geography, RE or Science. These are then placed in a book. Written coursework happens in Term 1 and Term 2. In Term 3, pupils research a country and this information culminates in an oral presentation.

What if my child is feeling over loaded with homework?

We do not believe in over-loading our children with homework and the expectation is that pupils would spend about 10 – 15 minutes per night (Monday to Friday) at KS1 and up to 20 minutes per night (Monday to Friday) by the time they are in Y6; however, if at any time the 'pain' outweighs the benefit, then parents can let the class teacher know in writing that they would prefer their child not to do it. Parents will be supported with this choice.

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	April 2016	Carolyn Mc Cartney	Draft	Whole staff	Mr Jones	May 2016
0.2	April 2017	Carolyn Mc Cartney	Reviewed	Whole staff	Mr Jones	May 2017
0.3	October 2019	Carolyn Mc Cartney	Reviewed	Whole staff	Mr Charlesworth	October 2019