

Homework Policy



St Vincent's Catholic Primary School

School Mission Statement

To love and serve as Jesus shows us

DOCUMENT STATUS

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Homework Policy

The Purpose of Homework

- To consolidate and reinforce skills and understanding, particularly in literacy and numeracy.
- To develop an effective partnership between the school and parents and other carers in pursuing the aims of the school.
- To extend or prepare for school learning and give children an opportunity to demonstrate their talents and skills.
- To encourage pupils as they get older to develop the independence, confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school.

Definition of Homework

Homework refers to any work or activities which our pupils are asked to undertake outside lesson time, either on their own or with parents or carers.

Homework allocation

The main focus of homework for our children will be on developing and applying literacy and numeracy skills but other areas of learning will be incorporated into homework tasks. 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. Homework *will not* necessarily be formal exercises carried out by children without help from adults. Homework *will* be set by the class teacher and *will* take many different forms, requiring parent and carer involvement at times. All homework activities, *will* be carefully designed to meet the needs of the children, including any children with special educational needs.

A regular pattern of homework is important as we recognise that a familiar routine is important and is very helpful for children, parents and teachers. Homework will therefore be set each Friday as follows:

Reading and Spelling

Regular reading is vital and along with spelling will form the weekly homework tasks set across the school.

Reading

Reading practice and listening to others read is essential throughout school and will form part of ongoing homework. Children must read with an adult a minimum of 3 times each week and this must be recorded in their diary. The class teacher will respond to comments where appropriate, but not always. Home reading books should be in school daily so that should the opportunity arise, children can read to an adult in school. Children should read and listen to a range of texts, not necessarily always provided by the school. It is also important that children are encouraged to make use of the library.

When and how often the children change their reading book will be managed by individual class teachers and communicated with parents on the class curriculum information sheet sent home each half term.

Spelling

All children are sent the key words for their year group at the beginning of the year and/or in their diary.

In Foundation Stage and Year 1, key words and phonics tasks will be sent home each week.

Weekly phonics and spelling investigations/activities will be sent home in all other classes.

The spelling investigation or activity will be differentiated to match the needs of the children and to reflect the learning that has taken place in class. The investigation/activity does not need to be returned to school but regular assessments will take place to ensure that consolidation activities are being completed.

Maths

In Maths, the core homework task will focus on knowledge of multiplication facts. As an ongoing homework, children should regularly practice their times tables in a variety of ways – counting, quick response questions (not in order) and using times tables in real life situations. Expected progress in knowledge of times tables is as follows:

- Year 2: 2, 5 and 10
- Year 3: 2, 3, 4, 5, 8 and 10
- Year 4: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12

In addition, weekly homework will be sent home for maths, in the form of games / investigations for Year 1, and a “problem of the week” from Year 2 – 5. These activities do not need to be returned to school. Maths homework will become more formal in Year 6 and should be returned on Wednesday.

Curriculum Homework

Each half term, the children will also be set homework linked to the wider curriculum, giving them the opportunity to prepare for, extend, apply and celebrate their wider learning, talents and skills. Curriculum homework will be based on Blooms' Taxonomy of thinking skills, which includes 6 types of thinking: *knowledge, comprehension, application, analysis, evaluation and synthesis*. In Key Stage 1, the teacher will set tasks from which the children choose what to do. In Key Stage 2, the teacher will set a homework question for the children to answer as they choose. This homework will be sent home during the final week of each half term along with the curriculum newsletter for the following half term. Any topic based tasks can be returned to school at any point before the completion date set by the class teacher. This homework will be celebrated either through sharing with others or displaying it, whichever is most appropriate.

In addition to regular activities children may be set further homework. This might include preparation for new learning or might be a reinforcement activity or challenge specifically targeted at a group of children or individual child based on the assessments made by the class teacher during the learning in school.

Homework for children with Special Education Needs

The purpose and allocation of homework previously outlined applies equally to pupils with SEN. Some children may benefit from specific homework tasks based on their individual learning needs, linking to their Individual Education Plan (IEP) and targets. However it is important that they will do as much in common with other children as possible.

The role of parents and carers

Parents and carers are recognised as the first and most important educators for their child. We therefore encourage parents, as part of our Home School Agreement, to support the teaching and learning in school through involvement with homework.

We expect parents to make it clear to the children that they value homework, and support St Paul of the Cross Catholic Primary School in explaining how it can help their learning, as well as encouraging the children and praising them when they have completed homework.

Summary of Homework Progression

	Reading	Spelling, punctuation and grammar	Maths	Wider curriculum
Rec	Ongoing reading as outlined above	Weekly key words / phonics	Number games / maths investigations	“Things to do at home this half term”
Y1				Set of tasks based on Bloom’s Taxonomy from which children choose what to complete
Y2		Ongoing times tables practice: 2, 5 and 10 Problem of the week		
Y3		Weekly spelling / punctuation / grammar investigation	Ongoing times tables practice: 2, 3, 4, 5, 8 and 10 Problem of the week	Curriculum homework question set each half term Children to decide how to answer the question, using Bloom’s Taxonomy prompts as a guide
Y4			Ongoing times tables practice: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 Problem of the week	
Y5				
Y6		Weekly English and Maths tasks		

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Comprehension

To show understanding *finding information* from the text. Demonstrating basic understanding of facts and ideas.

Application

To use in a *new situation*. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Analysis

To *examine* in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Synthesis

To *change or create* into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Evaluation

To *justify*. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Choose Observe Show
Copy Omit Spell
Define Quote State
Duplicate Read Tell
Find Recall Trace
How Recite What
Identify Recognise When
Label Record Where
List Relate Which
Listen Remember Who
Locate Repeat Why
Match Reproduce Write
Memorise Retell Select
Name

Key words:

Ask Extend Outline
Cite Generalise Predict
Classify Give examples Purpose
Compare Rephrase
Contrast Illustrate
Demonstrate Indicate
Discuss strate Infer
Estimate Interpret
Explain Match Show
Express Summarise Translate

Key words:

Act Employ Practice
Administer Experiment Relate
Apply with Represent
Associate Group Select
Build Identify Show
Calculate Illustrate Simulate
Categorise Interpret Solve
Choose Interview Summarise
Classify Link Teach
Connect Manipulate Transfer
Construct Model Translate
Correlate Organise Use
Demonstrate Perform
Dramatise Plan

Key words:

Analyse Examine Prioritize
Appraise Find Question
Arrange Focus Rank
Assumption Function Reason
Breakdown Group Relationship
Categorise Highlight ships
Cause and In-depth Reorganise
effect discussion Research
Choose inference See
Classify Inspect Separate
Differences Investigate Similar to
Discover List Simplify
Discriminate Survey
Dissect Motive Take part in
Distinction Omit Test for
Distinguish Order Theme
Divide Organise Comparing
Establish Point out

Key words:

Adapt Estimate Plan
Add to Experiment Predict
Build Extend Produce
Change Formulate Propose
Choose Reframe
Combine Hypothesise Revise
Compile Imagine Rewrite
Compose Improve Simplify
Construct Innovate Solve
Convert Integrate Speculate
Create Invent Substitute
Delete Make up Suppose
Design Maximise Tabulate
Develop Minimise Test
Devise Model Theorise
Discover Modify Think
Discuss Original Transform
Elaborate Originate Visualise

Key words:

Agree Disprove Measure
Appraise Dispute Opinion
Argue Effective Perceive
Assess Estimate Persuade
Award Evaluate Prove
Bad Explain Give reasons
Choose Compare Good Rate
Conclude Grade Recommend
Consider How do we Rule on
Convince know? Select
Criteria Importance Support
Critique Infer Test
Debate Influence Validate
Decide Interpret Value
Deduct Judge Why
Defend Justify Mark
Determine

Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

Outcomes:

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

Actions:

Classifying
Comparing
Exemplifying
Explaining
Inferring
Interpreting
Paraphrasing
Summarising

Outcomes:

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and tell
Summary

Actions:

Carrying out
Executing
Implementing
Using

Outcomes:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Actions:

Constructing
Designing
Devising
Inventing
Making
Planning
Producing

Outcomes:

Advertisement
Film
Media product
New game
Painting
Plan
Project
Song
Story

Actions:

Attributing
Checking
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did ... happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ... happen?
Where is ...?
Which one ...?
Who was ...?
Who were the main ...?
Why did ...?

Questions:

Can you explain what is happening ... what is meant ...?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Questions:

How would you use...?
What examples can you find to ...?
How would you solve ... using what you have learned ...?
How would you organise ... to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Questions:

What are the parts or features of ...?
How is ... related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you identify the difference parts ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt ... to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could ... what would you do...?
How would you test...?
Can you formulate a theory for...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
How would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit