



Priory RC Primary School

Homework Policy

The United Nations Convention on the Rights of the Child (UNCRC) contains 54 articles and was ratified by the UK in 1991. Our school has identified the following articles from the UNCRC as being of particular relevance in formulating this policy:

13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people

28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

29 Your EDUCATION should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Purpose

Learning is not confined to the school day alone. By setting homework we aim to:

- Establish an entitlement for all pupils
- Consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy
- Extend learning that takes place in school
- Promote continuity and coherence across the school
- Establish expectations about homework and develop an effective partnership between the children, the school and parents / carers
- Encourage pupils to develop the confidence and self-discipline to study on their own

Type and amount of Homework

This will vary and increase as children progress through the school. The following homework is set weekly. From September 2017 all teaching staff have agreed to set homework on a Tuesday and collect in on a Monday. A homework book will be provided for each child to record their home learning and parents are invited to contribute comments.

Reading

All children, including those in Key Stage 2 need to keep up the habit of reading regularly.

Above all *enjoy* books together. Remember: no primary school child is ever too old to enjoy being read to.

About fifteen to twenty minutes a night will be truly valuable. Many children will voluntarily do more.

Children will take a Reading Record home until they become 'free readers' when they will then be provided with a 'Reading Journal'. These are to be brought in book bags every day.

Maths: consolidating maths knowledge

Practising number facts frequently makes them stick for good. Practise times tables facts, especially: time how long it takes to complete 10 questions, over time see if your child can get faster... Specific challenges and investigations are set to develop problem-solving skills.

Spelling

Children are required to do an activity each week to build on their spelling knowledge. These tasks will help consolidate important spelling skills.

Other Tasks

Children may be set projects some times.

Reception Class	Reading Phonic work Maths activity On some occasions a project may be set
Key Stage 1	Reading Spellings / phonic work Maths number facts/activity On some occasions a project may be set
Lower Key Stage 2	Reading Spellings Literacy activity Maths number facts Maths activity

Upper Key Stage 2	Reading Spellings Literacy activity Maths number facts Maths activity
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Reviewed and agreed at the Staff meeting of 6th September 2017

Presentation

Please encourage neatness and careful presentation.

Health Warning!

If your child experiences difficulties with a homework assignment, or it seems to be going on too long, *please do not worry*. Encourage your child to do what he/she can in a *reasonable* amount of time and then leave the rest. It is never our intention to cause a pupil distress. Do advise the class teacher of any problems.

Home Reading Questions.

We are proud of our reading standards at Priory - but we can always work to improve things further.

Please help us to make reading at home even more enjoyable and stimulating. We hope you will find the questions below helpful when listening to your child read. Select questions which are appropriate to the story/passage your child is reading and be ready to discuss answers together. Try to use all the questions over time.

Questions 1 to 12 are designed for all ages: questions 13 - 20 are more suitable for children in Years 3 - 6.

1. Where/when does the story take place?
2. What is happening at this point in the story?
3. Can you find one or two things that the main character did in this part of the story?
4. Which is the most interesting/exciting/funniest/scariest/your favourite part of the story? Why? Which part of the text shows this?
5. Did any of the characters show their feelings? How and why did they show them?
6. What do you think is going to happen next? Why do you think this?
7. How do you think this story will end/should have ended?
8. Why does the author choose to begin a new paragraph?
9. How does the punctuation help you as the reader?
10. How has the author used words/phrases to make this character funny/sad/clever/excited/adventurous/frightening/disappointed/etc?
11. What do these words/phrases tell you about this character?
12. Which part of the story best describes the setting/characters/action? Which words and phrases do this?
13. Did you enjoy reading the story - or not? Explain your answer by referring to the events, characters and how it made you feel.
14. How did the story make you feel? Why did it make you feel like this?
15. Why do you think the author chose this particular setting for the story?
16. How has the author started this story/chapter in an interesting way? How does this make the reader want to read on?
17. Does the setting remind you of a setting from another story you have read?
18. Do you know any other stories like this? Why are they alike?
19. Do you know another story with similar characters? How are they similar?
20. Many stories/tales have messages. What do you think this story is trying to tell us?