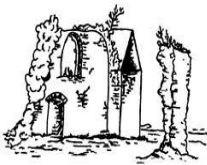


# The Priory Catholic Voluntary Academy

Part of the Saint Ralph Sherwin Catholic Multi Academy Trust



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**Headteacher:** Mr Anthony Harrison MA

## Homework Policy

### Mission Statement

**The Priory: a place to learn, have fun, grow and develop, in the light and love of Christ.**  
**Jesus said: "I am the vine; you are the branches" (John 15:5)**

### Catholicity

Our religious beliefs coined within Catholic social teaching are central to the provision throughout the whole school; and the foundation on which the ethos of the school is built. Every person is recognised as a unique creation of God; it is the intention of every member of staff, for each child to be assisted in every way possible, to achieve his or her potential in all the fields which make up the whole human person: the academic, social, moral, physical, and spiritual.

As Jesus taught through his actions and words, everyone has the right to be treated equally –with dignity and respect. All who work and learn here do so in the knowledge that God created us as unique individuals where our differences; whether of disability, gender, gender reassignment, pregnancy, race, religion or belief, sex and sexual orientation and age, are celebrated as part of the wonderfully created world in which we live.

Our attitudes are Gospel led and every opportunity is taken to refer to behaviour norms which are seen as desirable, and which epitomize those which are fostered by the Gospel teachings. This is especially the case in the ways in which we respect and relate to others through:

- valuing, respecting, and promoting the rights, responsibilities, and dignity of individuals within all our professional activities and relationships
- all members of staff feel valued, well trained, and able to perform their professional duties free from undue and damaging stress
- ensuring the equality of educational opportunity based on merit; irrespective of background, beliefs and socio-economic contexts.

As a worshipping community, we appreciate the importance of prayer in our daily lives and try to present as many opportunities as possible to participate in this intrinsic part of our Catholic Faith. It is from this action and acknowledgement of our faith that we are impelled to share our resources –the school and parish community undertake a great deal of charity work, supporting the global family of God on a local, national, and world-wide basis.

## **Rationale**

Homework is an essential part of a good education and supports the learning taking place within the school day. It is part of a wider partnership between parents and school and complements classroom learning. The education of pupils is enriched when parents support their children's learning at home.

## **Purposes**

1. To develop an effective partnership between the school, parents and carers in pursuit of the school's aims.
2. To ensure parents and carers have a clear understanding of the school's expectations in their support of their child's learning at home.
3. To consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy.
4. To ensure a consistent approach to homework throughout the school.
5. To practise key skills in a supportive environment.
6. To extend school learning and improve the quality of learning experiences offered to pupils.
7. To encourage personal research.
8. To ensure progression towards independence and individual responsibility.
9. To encourage older pupils to develop the confidence and self-discipline needed for studying alone.
10. To prepare older pupils for secondary school.

## **Guidelines**

- Pupils are given homework through information sheets that explain the tasks to be undertaken. Half termly class newsletters explain weekly set homework such as spellings and times tables practice.
- All children should carry their homework to and from school in a suitable bag; preferably a reading folder/book bag.
- The main content of homework is Literacy and Numeracy. All children will be expected to read each evening as well as learn spellings and practise handwriting each week; times tables and number bonds will also be expected to be practised.
- As children progress through the school, Science and other subjects will be included in their homework. The involvement of parents and carers is vital in joint activities, particularly for younger children.
- Homework is sometimes adapted according to the ability of the pupils.
- Homework for children on the Special Needs Code of Practice may vary in content and there may be a reduction in the time allocation as stated above. There may also be homework to support the individual needs for these pupils.
- The class teacher sets a homework timetable to enable children, parents and carers to have a clear understanding of the expectations with regard to content and timings.

## **Literacy**

- Regular reading is vital. All children should either read aloud daily to a parent or carer at home, listen to a parent or carer reading, or, if they are fluent readers, read on their own. The parent or carer should make a suitable comment in the home school reading record book.
- Children are expected to learn spellings in preparation for weekly tests.
- Correct punctuation is also encouraged to be practised, together with the correct formation of letters in handwriting.

- Older children are asked to find out information, read in preparation for lessons, prepare oral presentations and be given more traditional written assignments.

## **Foundation Stage Homework**

Children are given weekly homework including:

- Reading- expected to be completed over the week and at the weekend. There will be dojo points given to those children that have read their phonics book 4 or more times in a week and it is documented in their reading record.
- Phonics – Little Wandle worksheet to complete and stick in their homework book.
- Handwriting – Practicing the phonemes that we have learnt through the week.
- Wider curriculum/projects – these will be sent out sporadically.

Homework and reading are checked weekly, and dojos will be given for completion of homework and their reading.

## **Year 1 Homework**

Children are given weekly homework which includes:

- 20 minutes a day reading (this is 10 minutes reading to an adult and 10 minutes being read to).
- Weekly homework – 3 pieces of weekly homework (this is Phonics homework, Maths homework and English or another curriculum area homework).
- Spelling practise also begins during your child's time in Year 1.

## **Year 2 Homework**

- 20 minutes a day reading (this is 10 minutes reading to an adult and 10 minutes being read to. This may be a pleasure book to read to your child).
- Spellings - with 5 sentences to write.
- English or another curriculum area homework
- Maths homework

## **Key Stage 2 Homework**

Children are given weekly homework including:

- Reading for at least 20 minutes a day
- Reading Comprehension
- Spelling Punctuation and Grammar work
- Maths work
- Spellings to learn

## **Year 6 Additional Homework**

- In the Autumn term – DART homework is an addition
- In the Spring term – some practice SATs papers are sent home

## **Monitoring and Evaluation**

- The Key Stage Coordinators monitor the content and suitability of homework by checking samples from each class. The results of this monitoring are reported at senior leadership meetings.

**This policy was developed during the Summer Term 2019**

**It was ratified by the Full Governing Body during the Summer Term 2024**

**Review date: Summer 2024**

**Next Review: Summer 2027**