

St Michael's CE Primary School: Homework Expectations and Guidance



On these pages you can find out :

1. Why we set homework
2. The answers to some frequently asked questions
3. How much and what type of homework is set at for different ages

At St. Michael's we see education as a partnership between home and school. We gradually increase the quantity of work that children are expected to do at home as they get older. By the time the children are in Year 6, the level of homework that they receive should prepare them for the homework expectations in Secondary Schools.

Homework at St Michael's has many purposes. These are just a few.



Homework Supports Classroom Learning: Practising a skill learned in class; finding another way to explain a concept (eg making a poster); explaining a concept to parents, reading around a subject; playing a computer based maths game and answering comprehension questions are all examples of ways in which children's learning in school can be supported through homework.



Homework Extends Classroom Learning: Researching more about a theme or topic, having a go at something slightly more difficult than was covered in class, independent projects, puzzles and investigations and kitchen science activities are all examples of how homework can extend learning beyond what has already been taught



Homework Develops Children's Study Skills: Children need to know that not every word printed on the internet is true, they need to pick out the pertinent points or interesting facts, they need the skills to be able to present information in a range of different ways such as drawing, writing, presenting to an audience or using digital media. Gathering (and tidying away) all the tools need to complete a piece of homework is part of developing study skills.



Homework Helps Teachers with their Assessment for Learning: Sometimes a teacher wants to find out how much the children already know about a subject and might ask children to record (write, draw, find images) what they know about Life in Ancient Egypt / Prime Numbers / Cats/ adverbial phrases or any other seemingly random subject. The purpose of this is to guide the teacher in pitching following lessons at the correct level for the children's needs. Practising a new skill independently also provides the teacher with this information.



Homework encourages independence and self-organisation: As they progress through the school, children are expected to take more and more (age appropriate) responsibility for managing themselves and their equipment. Contrary to popular belief, children do not automatically 'just know' how to pack a book bag and manage a 'Link Book' or a 'Planner' - they need to be taught - and that that comes from both teachers and parents. Year One children are big enough to carry their own book bags to and from school, Year Three children are old enough to pack their own bag (including planners) ready for the next day and Year Six children are old enough to ensure that the planner is on the correct date and parents are provided with a pen with which to sign the planner

Frequently Asked Questions



Can I / should I help my child with homework?

This is an interesting question! Yes, absolutely - **helping your child** with homework can demonstrate how to organise a task, how to break it into component parts, how to check quality and self-correct. On the other hand - **doing your child's** homework teaches them that education is somebody else's responsibility, they don't ever need to tackle anything difficult and that deception is OK.



What should I do when homework is too hard or too long for my child?

Communicate, communicate, communicate! Communication is a two way process.

If homework is genuinely too hard - write in the book / on the sheet that your child worked for XXX minutes but still didn't understand ... that way the teacher knows that the task was attempted but the child needs more support

If homework is taking far too long even though the child is working hard - write in the book / on the sheet that your child worked for XXX minutes but couldn't complete the work and you told them that they needed to stop ... that way, the teacher knows that the effort was put in and can talk to the child to establish whether or not there is a problem



What should I do when homework clashes with granny's 60th birthday or relatives visit from Timbuktu?

Communicate, communicate, communicate! Communication is a two way process. Write in the book / on the sheet what the circumstances were and that it was a parent that decided that it was inappropriate for homework to be done that evening. The same goes for all kinds of family emergencies. I know that children think otherwise but no teacher wants a child's life put on hold for the sake of homework!



What should I do if my child gets homework from too many different people at the same time?

Communicate, communicate and, did I say already? ... Communicate! Greek school, Drama club, Madrassa, Confirmation Class, Interventions; some children have so many adults in their lives that it can all get overwhelming - especially if they all give homework! Don't be shy ... Speak with your child's class teacher to establish a priority order for homework and reassure your child that it is ok to leave some things out.



What should I do if my child is just plain stubborn and just won't do homework!

Did I mention it before? ... Communicate! Be honest and let us know what happened and what was said, then we will deal with it in school - hopefully your life should get easier.



What should I do if my child goes to a child minder, grandad or After-School Child Care Club?

Sherpa Kids can provide the opportunity for children to do homework and their leaders will sign homework diaries. Grandparents probably have more patience to help with homework than you do and Child Minders should be able to provide a space in which children can do homework. If your child goes to another child's house for tea ... they can work together and the other mum can sign the planner. How great is that?



Why doesn't the teacher always mark my child's homework?

Most homework that is set is for the child to learn something or experience something or practice something. Whether the teacher marks it or not, the things have been learned, practised or experienced - so the child has benefitted.

Homework is, however, always checked in. The teacher or TA will scan for problems and misunderstandings and messages from parents, in planners, will always be read. This helps the teacher to plan for subsequent lessons.

Homework Expectations for Years One to Six

(2016-17)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily reading for 10 mins (with an adult who should sign their diary, commenting when appropriate on their developing reading skills))	Daily reading for 10 mins (with an adult who should sign their diary, commenting when appropriate on their developing reading skills)	Daily reading for 10-15 mins (regularly with an adult who should sign their Planner weekly and make a comment eg on their child's comprehension skills)	Daily reading for 15 mins (5-10 minutes with an adult who should sign their diary weekly and make a comment e.g. on their child's comprehension skills). Each child should make a comment in their Planner once per week, on an aspect of the book or plot	Daily reading for 20 mins (5-10 minutes with an adult who should sign their diary weekly and make a comment e.g. on their child's comprehension skills). Each child should make a comment in their Planner once per week, on an aspect of the book or plot	Daily reading for 30 mins (Year 6 students are likely to want to read independently but we ask parents to periodically hear their child read). Each child should make a comment in their Planner once per week, on an aspect of the book or plot
Reading diaries checked once per week (*DSR)	Reading diaries checked 2x per week	Planners checked 2x per week	Planners checked once per week	Planners checked once per week	Planners checked once per week
Chn choose their own library book and are given an ability-based targeted book	Chn choose their own library book and are given an ability-based targeted book	Chn are given an ability-based targeted book	Chn can choose their own book or use a book from home, but class-based staff will monitor which book each child selects	Chn can choose their own book or use a book from home, but class-based staff will monitor which book each child selects	Homework set daily (up to 30 minutes per day), including: English grammar, writing and spelling; Reading Comprehension; Science and Topic.
One piece of English fortnightly and Mathletics	One piece of English or Maths written work per week and access to Mathletics	One piece of English (incl spelling practice) and Mathletics activities (to take up to 30 minutes for both)	Mathletics for approximately 45 minutes per week	Mathletics for approximately 45 minutes per week	Mathletics for approximately 60 minutes per week
Key Words are sent home weekly	Key Words are sent home weekly		One piece of English work per week incl spelling practice (to take up to 30 minutes)	One piece of English work (incl spelling practice) and one piece of Topic work per week	
		One half term holiday project to be set twice a year	One half term holiday project to be set twice a year	One half term holiday project to be set twice a year	One half term holiday project to be set twice a year

Holiday Homework Expectations Years Three to Six

It is expected that all Junior children will be given two holiday projects per year. These projects will be based on topics that the children have either been covering in class or are about to cover in class.

The Aims of the Project are:

- To encourage independent research
- To put into practice skills such as presenting written work, using ICT to communicate, combining images and sounds
- To let the children present their work in a medium that they may not always have the opportunity to use (eg modelling, clay or PowerPoint)