



**St Ralph  
Sherwin**  
Today Rather Than Tomorrow

## Mission Statement

*'Our school is a little bit of heaven on earth. It is a Christ centred community where we are the people and Jesus is the love, the care and the courage.'* (Pupils)

St. Mary's offers a unique opportunity to ensure every child is nurtured in their journey of faith, recognising that they are all important and precious and spiritually fulfilled. They are celebrated within an environment, which has the Gospel Values of forgiveness, love, and kindness embedded into everything that we do. Pupils develop an understanding of communal obligations and personal aspirations to develop their role as global citizens.

We try to follow in Jesus' footsteps through our actions, thoughts and words especially in our charitable efforts in helping those in need within our community and the wider world.

*'When we help others, our trust becomes stronger.'* (Pupils)

All children have the opportunity to fulfil their God given talents, to be the best they can be. Every child is a dream found in God's heart. They all have a sacred purpose and that is to do something wonderful with their lives. Everyone is unique, we are all equal and we respect each other working in harmony.

*'We look after God's world because he made it for us. When I look at the sky I look at God.'* (Pupils)



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## Saint Mary's CVA Parents in Partnership- Homework Policy

At Saint Mary's CVA, we appreciate that educating a child is a team effort between home and school and so to this end, we recognise the significance of support from parents as the first educators of their child or children.

We value the contribution that parents make in partnership with the school. Learning to read is one of the most important skills your child will acquire during the primary years, and a wide variety of books (including The Oxford Reading Tree (colour banded linked to phonics and age /stage of reading), all non-fiction genres and a range of poetry) will be made available for your child to read at home.

KS1 reading is aligned also to Phonics Bug/Active Learn.

We ask that parents encourage their children to read other books alongside the scheme so that children experience a variety of books including factual books.

### **Class 1 Reception**

Reading- all children will receive a reading book after the transition period. A reading diary with a comments section to encourage regular communication between home and school will accompany this book. Parents are asked to listen to their child read either a picture book or a book with some cvc (consonant, vowel, consonant) words. In addition, children may receive a phonics comic strip.

Once children have been taught the initial sounds (s a t p i n) they will receive sound cards. Please practise these sounds with your child daily. These sounds are checked in school and will be replaced with new sounds when your child is ready.

As your child becomes more confident with their reading, they will receive a set of 5 words linked to sounds taught in class and reading comprehensions.

The children may be asked to find pictures of interest or items, which are related to the current topic knowledge mats.

Spellings- in the summer term reception children may bring home weekly spellings to learn.

The children will also receive passwords for active learn phonics and num bots.  
There will be additional homework set via See Saw (online learning platform)



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## Year 1

Reading- your child will take books home on a regular basis. This follows the same system as reception. Emphasis at all times is placed accuracy, quality and the enjoyment of reading rather than the quantity that is read.

Each Friday a comprehension task will be sent home for completion, which is linked to their current reading book. A set of comprehension questions based on different skills required for reading will accompany this task.

Spellings- each week children will bring home spellings to learn which are linked to the work done on the daily phonic sessions. Your child will also receive phonic sound cards till the completion of Phase 5.

The children may also be asked to find pictures or objects, which are related to the class topic/theme.

## Class 2

Reading- the children take books home on a regular basis. As with the reception class and year 1 a reading diary accompanies the books. Emphasis at all times is placed on accuracy, quality and the enjoyment of reading and comprehension, rather than the quantity that is read.

Parents are asked to support the work, which is carried out in school by hearing the children read at home.

Once a child has read three books they will receive a comprehension sheet. Reading prompts to support parents will be set on See Saw (Learning Platform)

Spellings- Each Friday children will bring home spellings to learn which will be tested on the following Friday. These spellings will be linked to the work done in the daily phonics sessions.

The children will also receive passwords for active learn phonics and Numbots. There will be additional homework set via See Saw (online learning platform)

**Maths** - Children will occasionally bring home a maths worksheet, which is to be completed over the weekend. This is to consolidate a concept, which will have been covered in class. Pupils will also be set homework via Numbots

From time to time children may be asked to bring in pictures, objects or to find something out, related to the class topic or theme.



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**Reading** - The children are encouraged to read on a daily basis. They all have reading diaries with daily comment sections. Parents are encouraged to use these sections to communicate openly with the teacher about their child's home reading and any observations or any difficulties that they may encounter.

**Spellings** - The children are given a list of spellings to learn each week. They are expected to practise these at home and will then be tested on them the following week.

Pupils may also be set spelling, punctuation and grammar activities through Century (Learning Platform)

At the end of each half term, the children will have a spelling test to review a selection of spellings from that particular term. This will be set on Century

**Maths** - The children will be assigned interactive activities each week, which they can access via Century.

In addition to this, they may be asked to focus on particular multiplications tables. This is supported by using 'Time table Rock Stars' (Learning platform)

Occasionally the children will be asked to complete a worksheet or directed activity. This will be clearly annotated with instructions and a date when it is to be handed back in.

**Topic** - Each half term the children will be asked to complete a small project or activity of some sort. There will be a variety of activities available to the children, allowing them the flexibility to choose something that interests them and suits their individual talents. Teachers may also communicate additional homework using Teams.

## Class 4

Acquiring good reading skills continues to be as important in class 4, as it is in all of the other classes throughout the school.

Many children will be or will become 'free readers' whilst in this class, which means that they are confident enough to choose their own reading material, be it from school, home or the local library; they will, by this stage, know what they like to read and will have developed a love of reading.

Although much of the reading will be done independently, it is still important to listen to your child read aloud at least 3 times a week in order to check on their understanding of the text, to develop recognition and use of all punctuation and to develop those all- important oral skills. Some children will still be reading books, which are allocated by the teacher.

Occasionally these will be accompanied by a comprehension activity, which will be done alongside the reading book. No more than 20 minutes should be spent on this in any one sitting.



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A reading record will accompany the book, in which parents record the dates on which they listened to their child read and any notes or comments you would like the class teacher to read. It is important to remember that reading a recipe, newspaper articles, programmes from sporting, music events, etc. are all classed as reading material and can be entered in the reading record.

Each week your child will bring home a spelling book, in which are a group of words, which exemplify the spelling pattern for that week. It is important to note that the children are learning a pattern and will be asked to apply that pattern confidently to a wide range of words. It is not just a case of learning 10 words off by heart.

In addition, there may be up to 5 High Frequency Words, which have been assessed as causing difficulty to your child and time should be given to learning these by heart. A spelling test will be administered every Wednesday.

As all children should have instant recall of all times table facts by the time, they leave primary school, it would be beneficial if these could be practiced at home, using 'Time Table Rock Stars.'

Your child will be set homework via Century as an assignment. This may include one piece of literacy homework and one piece of maths homework each week, on a Friday. The English will focus on reading comprehension skills, grammar or punctuation. The piece of maths homework will usually be linked to whichever concept is being taught in class. In addition, pupils may receive written work in English, which will be communicated separately.

It is important to note that neither of these pieces should take more than 30 minutes each and do not need to be handed in until the following Friday. Pupils should be able to work independently on all set homework via Century. However if there are concerns please inform the class teacher.

In the New Year, year 6 children will receive additional material to assist them with the upcoming national tests and will be invited to attend a homework evening to lessen the burden at home. Teachers may also communicate additional homework using Teams.

It is important to note that at this stage, the reason for the setting of homework is twofold: independent practice of work done in school; the acquisition of good habits before your child enters secondary school and a much-increased amount of homework.



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