

HOMWORK POLICY

1 Introduction

1.1 Homework is anything that children do outside the normal school day, that is purposeful and meaningful and which contributes to their development. Homework encompasses a whole variety of activities instigated by teachers to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

2 Rationale for homework

2.1 We aim for homework to be an enjoyable and important part of a child's education and we believe it can add much to a child's development. We see homework as an important way of establishing a successful dialogue between teachers and parents and it is definitely one area in which parents are seen as partners in their child's education. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

2.2 Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in out-of-school clubs and organisations that can also play an important part in the lives of many children. Research suggests that children's achievement is influenced 80% by family and community and 20% by schools.

3 Aims and objectives

3.1 The aims and objectives of homework are:

- to enable pupils to make progress in their academic development;
- to help pupils develop the skills of an independent learner and prepare them for the next stage of their education;
- to promote a partnership between home and school in supporting each child's learning;

- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons.

4 Types of homework

- 4.1 For each year group there are key pieces of homework, which the school issues on a weekly basis. We feel these structured pieces of homework meet the aims and objectives as outlined above.

Structured Homework

	Reception	Year 1	Year 2
Autumn Term		Reading and Spellings	Reading and Spellings
Spring Term	Reading	Reading and Spellings	Reading and Spellings
Summer Term	Reading, Spellings and Number bonds to 10	Reading, Spellings & Number bonds to 20	Reading, Spellings & Times Tables

Please note, depending on class ability levels and general lesson planning Teachers may choose to introduce these pieces of homework at different times of the academic year. If this were to be the case, parents would be notified accordingly.

- 4.2 In addition to the above, we may occasionally issue 'topic related' homework. This homework will either relate to an event or topic happening at School, locally or wider e.g. the Olympics, and will allow children the freedom to be more creative, for example, they may choose to present their homework through drawings, a power point presentation, or a sculpture. This type of homework would also help develop the child's research skills.

4.3 Time Allocation

Teachers will set the homework based on the following time guidelines however, flexibility is essential, and children should be given a reasonable number of days to complete homework tasks, taking into account other commitments outside of school.

	Reception	Year 1	Year 2
Autumn Term	Zero - children need time to settle and get used to a full day at school	50 mins per week	50 mins per week

Spring Term	15 mins per week	50 mins per week	50 mins per week
Summer Term	25 mins per week	1 hour per week	1 hour per week

5 Communication

- 5.1 Reading - each child is issued with a 'Reading Record' booklet when they start learning to read. This booklet stays in their 'Reading folder', with their current book in their book bags. Every time an adult hears a child read it needs to be recorded in the 'Reading Record' booklet. There is the opportunity for parents to write comments in these booklets which the Teachers review regularly.
- 5.2 Spellings - are to be handed in for marking by the teaching staff every Monday morning. Parent comments can be written in the red 'spelling book' and are made known to the Teacher during the marking process. Likewise, any school comments are also evident for parents to see in the 'spelling book'. New spellings for the week ahead are then sent home with the children on a Monday afternoon via the child's spelling folder, which is kept in their book bag, and so the cycle repeats.
- 5.3 Numeracy - number bonds and times table sheets will be issued during the summer term for the children to practise at home. Year 2 children will be tested on their times table sheet every Monday morning in class. Their scores from these tests will be marked and sent home the same day together with feedback as to whether they need to repeat that level of test the following week, or start learning a new set of times tables.
- 5.4 As with any concern or questions relating to your child's learning, parents are free to arrange an appointment with the Class Teacher for further feedback or to discuss the homework in more detail.

6 Pupils with special educational needs

- 6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework for pupils who are named on the register of special needs, we refer to their SEN Support Plan.

7 The role of parents

- 7.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their

children as they feel necessary and provide them with the sort of environment that allows children to do their best.

- 7.2 The Guidelines for Homework will be issued to parents at the beginning of each school year with the Home/School Agreement.
- 7.3 If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Head teacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented; parents should contact the governing body.

8 Monitoring and review

- 8.1 It is the responsibility of our governing body to agree and then monitor the school homework policy. The review process is led by the 'Teaching and Learning' committee and takes into consideration the views of Parents, children and teaching staff. Parents complete a questionnaire annually and also during the school's OFSTED inspection, and our governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent.

Appendix: Guidelines for Homework

GUIDELINES FOR HOMEWORK

The following guidelines form part of our School Homework Policy, which is available from the School Office.

The idea of homework is to follow up work or add to work being done in school. As far as possible the children should do this for themselves with your support - except for reading, which is a shared activity.

Reading

Children will be at different stages depending on their age and developing reading ability.

Reception children will first bring a sound book home for several weeks, then a range of picture books without text for you to 'read' and discuss together. You may need to 'read' these at first, but make sure your child can see the pages. Encourage your child to talk about the book (e.g. What is it about? What happens next?) and allow them to turn the pages.

The picture books will then be followed by some key words prior to starting the Oxford Reading Tree Reading Scheme. The key words are for you to read with them, and not for them to learn to spell. Games like Snap and Pairs can be played with these words.

Children on the early stages of the reading scheme will then bring home short story books to be enjoyed together. Children may bring the same book home more than once. This is security for them and often confidence builds as they take over more of the reading themselves.

Gradually your child will start to bring their reading book home every day and can read as much or as little as you can enjoy together.

When you have finished reading together please sign the book off in the 'Reading Record' or put in the next page to be read. As soon as your child is established on the Reading Scheme completed books can be changed the following morning for the next one on the list. We encourage the children to be able to independently change their reading books as soon as possible during Year 1.

Spellings

All Year 1 and 2 children will come home with a new set of spellings in their spelling folder on Monday to be tested at home during the week and returned the following Monday for the next set of spellings. The children will be taught the spelling sounds

and rules during Daily Phonics lessons. We follow the government scheme 'Letters and Sounds'. (Please ask if you do not understand the scheme).

Reception pupils will be given weekly spellings after May half term in preparation for Year 1.

Numeracy

In line with the National Curriculum changes that came into effect September 2014, number bonds and times table facts are essential targets for all Infant School children to know by the time they leave. Sheets will be issued during the Summer term for the children to practise at home. Year 2 children will be tested on their times table sheet every Monday morning in class. Their scores from these tests will be marked and sent home the same day together with feedback as to whether they need to repeat that level of test the following week, or start learning a new set of times tables.

You can also help your child by playing board games eg Snakes and Ladders, card games like Snap or Patience, counting, helping them to recognise coins and generally using Maths at home when appropriate, for example: balancing/weighing and measuring, playing dice, counting and sorting games with them.

Likewise, you can support Literacy with speaking and listening games and activities eg 'I Spy', telling and sharing stories, showing your own enjoyment of reading magazines, newspapers and books, taking them to the local library, encouraging any opportunity to write eg birthday cards, thank you letters, lists etc.

Other Subjects

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Reminders:

Homework should be encouraged and enjoyed, and never be done in conflict. It is designed to consolidate, follow up or explore work already done in school rather and as such should be completed by the child, possibly with your support.

A routine time for homework is sometimes helpful.

Most homework set will have a time limit for return - not usually the next day - to allow children plenty of opportunity to complete it. We would appreciate the books/sheets being handed in by that day (even if the homework has not been done). We will always do our best to acknowledge their efforts.

As with any concern or questions relating to your child's learning, parents are free to arrange an appointment with the Class Teacher for further feedback or to discuss the homework in more detail.