



HOMEWORK POLICY STATEMENT

Introduction

It is now widely recognized, as a result of extensive research that in schools where children receive regular homework their rate of progress speeds up at all stages in their education. Homework refers to any work or activities, which pupils do outside lesson time.

Homework makes the greatest contribution to learning when it is carefully planned and structured to support progression and where:

- * there is consistent practice across the school in setting, managing and marking homework
- * there is a regular programme every week so that teachers, children and parents or carers know what to expect
- * children are clear about what to do
- * pupils receive prompt feedback

Purpose of Homework

- * To develop an effective partnership between the school and parents and other carers
- * To consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- * To make use of resources for learning that may be available in the home
- * To encourage pupils as they get older to develop the confidence and self-discipline needed to begin to study on their own and prepare them for the requirements of secondary school

In drawing up this policy statement staff have been mindful of the fact that the purposes of homework change as children get older. In the foundation Key Stage and Key Stage one, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose and the activities children do at home may not traditionally be described as "homework." One of the most important aims at this stage, is for young children to have the opportunity to talk about what they are learning to an interested adult and to practise key skills in a supportive environment.

When setting homework, staff need to be mindful of the resources necessary to complete the task, so that they do not set work that some children cannot complete because they have not got access to the appropriate resources

As homework contains vital steps in the children's learning it is imperative that they complete all of their homework to the standard expected of them in class, thus children who do not complete homework satisfactorily will be expected to do so in their lunchtime and playtime.

Nursery

Children are asked to bring in an item from home beginning with the sound of the week.

A letter formation activity is sent home each week.

At the beginning of the year a set of letter cards is sent home to practise with parents/carers.

A name card is sent home with a whiteboard pen for children to practise their name and letter formation with their parents/carers.

Reading books are sent home once a week with activities on a bookmark to help develop language and comprehension. Reading records are sent with the book to be filled in by the parent/carer with the help of their child.

After each holiday parents/carers are asked to send in photos of activities from the holiday for the child to share with friends.

A half termly newsletter contains details of the new topic and activities and language that parents could use to support their child.

In the Spring term children are asked to go on a weekly number hunt at home to see if they can find our number of the week.

Reception

For the first part of the school year, reception children will take home picture books without words. This helps to develop children's love of books and story telling vocabulary.

When children have become familiar with their set 1 speed sounds they will take home levelled reading books. Reading books are to be read daily. Children will then take home High Frequency Words to learn by sight to help their reading.

Sound sheets focusing on the sound taught that day will be sent home daily for children to practice.

Other activities or sheets may be sent home to support the work we do in class.

Years One and Two

Children take home reading books daily. They will either take a phonic book or an appropriately levelled one. Children are expected to read for 5-10 minutes per night

Children take home spelling words each week consisting of high frequency words, phonic patterns and from the national curriculum guidance to learn to read and spell

Children will receive topic homework each term, they will be able to choose specific areas of interest to them.

Children take home weekly maths homework, which will relate to prior or current learning or be an investigation.

In Year 2, the children are expected to learn the 2, 5 and 10 times tables and related division facts. The children will be tested on these each week.

Years Three and-Four

Children are expected to read their reading books each night with an adult for 10-15 minutes.

Children will receive topic homework each term, they will be able to choose specific areas of interest to them.

Children take home weekly maths homework, which will relate to prior or current learning or be an investigation.

They have a spelling test each week on a Wednesday and spellings are sent out each week. Children are regularly tested on their times tables.

Homework diaries are checked daily; they need to be filled in daily with a record reading completed.

Years Five and Six

Homework diaries are checked daily; they need to be filled in daily with a record reading completed.

Individual reading should take place for at least 20 minutes per night. Children may sometimes also have books from guided reading to read at home.

Spellings and tables are set every week to be learnt for a specified day.

The children are provided with a 'Reading Record and Learning Tools' book which may form part of literacy homework. It is an integrated element of the home-school partnership.

Homework will include numeracy and literacy and occasionally topic work e.g. history research.

Speech and Language Centre

Children in the SLC have a variety of specific speech and language difficulties and range in age from Reception to Year 6, so homework will vary according to individual ability and need.

Children take a reading book home every day. Individual reading should take place for 10-15 minutes per night and this can be supported by parents 'sharing' reading. Books are changed regularly. Some children may also take home high frequency words to read.

Spellings are set weekly, differentiated according to Literacy groupings and may include; phonic letter strings, high frequency words or vocabulary development words.

Maths homework is sent home weekly to be returned by a specified day. Maths homework is differentiated according to Maths groupings. Times tables facts and number bond learning is an ongoing part of Maths homework for all children.

Children may also be expected to do homework relating to topic or science work in their mainstream integration class.

Support is offered to children in school to enable them to complete their homework if they are unable to complete it at home.

Special Educational Needs

S.E.N. pupils take home modified work according to their individual needs and depending on the targets on their A.S.P. This might be handwriting practise, numeracy work, reading or spellings.

Implementation is the responsibility of all teaching staff.

Communication with Parents

Parents will receive regular reminders outlining the organization of homework for their children. Opportunities will be taken at parent's evening to discuss how parents can best support the school's homework policy and how it relates to their child.

Monitoring will be carried out termly by the Head Teacher and the Key stage co-coordinators, and the effectiveness of the policy will be reviewed at the end of each academic year.