



Homework Policy: December 2018

Completed by: Curriculum Lead

This policy will be reviewed in line with the policy review timetable.

Homework Policy

Rationale

At Heron, we believe that homework provides opportunities for parents and children to work together whilst consolidating, reinforcing and extending skills and understanding. Homework allows parents to gain an understanding of what children are learning in school and assists children to progress towards becoming more independent learners.

Aims

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.

Roles and Responsibilities of the Teacher

- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To mark and give feedback about homework.
- To be available to talk to parents and children about homework.
- To provide materials/resources/time for pupils to complete homework if there are circumstances that make completing homework overly challenging.
- To inform parents if there is a problem regarding homework.
- To be aware of children on the Pupil Premium register or who may be at a disadvantage to their peers and may require additional support with homework.

Roles and Responsibilities of the Parent

- To support the child in completing homework.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.

Roles and Responsibilities of the Child

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

Homework in Early Years Foundation Stage

Learning together is the emphasis for children in the Early Years Foundation Stage. The activities are designed to reinforce basic literacy and numeracy skills with a strong emphasis on phonics and reading together.

What type of work will my child get?

Reading

Parents will be informed of the themes that the children are learning in school each term.
(I've taken out a few words here)

Starting in the Autumn term and continuing all year, the main emphasis is on reading at home. Early in the Autumn term the children will start a phonics programme. Each day the children will take home a new letter to practice, along with a corresponding action.

Reading at home will be done in two ways:

1) Adults reading to children.

The children will visit the school library each week, selecting a library book for their parent/carer to read to them. The library books are suitable to read to children so they can get used to print and stories. Parents should encourage children to point to words as they are being read. Discussion about the books is also important.

2) Children reading to an adult.

Initially the children will bring home a textless book which the parent/carer and child can share, discussing the illustrations to aid understanding of the storyline. When they are ready to, children will start bringing simple books with text home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

Letter Formation

At the beginning of the child's first term in Reception, the Reception teacher will provide parents with a letter formation laminated sheet, a numeral formation laminated sheet a drywipe marker and either a right handed or left handed triangular pencil to support children with letter and number formation. The sheet shows where to start when forming each letter and what each letter should look like. Giving children the opportunity to practice forming letters and also developing drawing skills with a variety of different tools gives them valuable practice. The important thing is to watch them and correct any mistakes sensitively so they don't fall into bad habits.

High Frequency Words (HFWs)

Children learn to read High Frequency Words as part of 'Letters and Sounds'. After the children have learned the HFWs in each week parents/carers will be sent them in the children's Letters and Sounds book. Regularly practicing reading them, looking out for the words in reading books and playing games with them will really benefit the child. For some children, it will be useful to practice writing the words as well as reading them. In the Spring Term the teachers will send HFWs lists. It would be useful if these words were practiced on a regular basis in the summer holiday before year 1, as well as parents continuing to share books with their child.

Homework in Key Stage 1

For children in Key Stage 1 we encourage parents/carers to work together with their child to support them with their homework.

What type of work will my child get?

Reading

Reading on a regular basis is vital when children are in year one and two. Children will bring their reading books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child. Their understanding of the text will be assessed using the Accelerated Reader program in school.

High Frequency Words

Children will have daily phonics lessons throughout Key Stage 1 which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children will bring home some words each week for them to read, write and learn. Parents/carers can help children to learn these by practicing them regularly and often. Children will often receive the same words again in order to practice them further.

Mathematics

Children will receive set work in Mathematics relating to the important skills that children should have in place by the time they leave Key Stage 1. Parents/carers can support their child by giving them lots of opportunities to practice these skills.

- Children should be confident in their 2, 5 and 10 times tables. They should be able to say them in order and mixed up.
- Children should be able to double each number up to 20.
- Children should be able to halve each even number up to 20.

- Children should know their number bonds of all numbers up to 20. This means they should know how to make each number, for example 5 can be made by 0+5, 1+4, 2+3, 3+2, 4+1, 5+0
- Children should be able to tell the time when it is o'clock, half past, quarter to and quarter past on digital and analogue clocks.
- Children should be confident when using money. They should know the names of the coins and they should have experience of adding, taking away and finding change.

Other Areas

Teachers will sometimes send homework related to topic work.

Homework in Key Stage 2

- As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children but good habits of independent study should be encouraged.
- The main focus for homework in Key Stage 2 continues to be Literacy and Numeracy however children will be given more varied tasks in other areas of the curriculum.

What type of work will my child get?

Reading

Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Children in Key Stage 2 are responsible for filling in their reading record every day and making sure it is in school. Their understanding of the text will be assessed using the Accelerated Reader program in school.

Literacy

This will be based around what the children will be learning in class. The work could be based on spelling or punctuation. They may be asked to read something and answer questions. Sometimes the task will be a piece of writing.

Mathematics

This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work. Children will be asked to make sure they know their tables from 2 to 12. They should be able to recite them and answer mixed questions.

Other Areas

Work could be linked to any other curriculum area, Science, Geography, History and so on. It could take many forms, preparing a talk, completing a piece of research or conducting an interview. The nature of this work may be more open ended than in other areas.

Big Talk Homework

Once a fortnight on a Wednesday, children in Key Stage 1 and 2 will come home with Big Talk homework (for Year 1, this starts after Christmas). This is in preparation for their Big Write on a Friday morning. This homework gives the children the chance to discuss the theme for the week that they will be writing about in school; it will be discussed in class however children really gain from discussions at home as a way of articulating their ideas and sharing them with their family.

How can parents/carers find out more information about homework?

- Each year group will inform the parents about homework in the parents meetings held at the beginning of the year.
- Teachers will have different systems for handing in homework and they will tell parents and children about this at the beginning of the year.
- If parents need advice on how to support their children with homework then they can talk to the class teacher.

Children who do not complete homework

- The expectation is that children will complete homework.
- Teachers will keep records of children completing homework and these records will be checked on a regular basis. If there are any problems with children not completing homework then the teacher will speak to parents to find out why.
- There may be occasions when a child will miss playtime or some of a lunch time if they have not completed homework.
- If circumstances make it difficult for a child to complete homework, the class teacher will provide materials/resources/time for pupils so that they have the same opportunities as everyone else.

Marking of Homework

- Teachers will mark children's homework in a variety of ways but always according to the school's marking policy.
- Sometimes the work will be 'quality marked'. This is when a piece of work is marked in detail and comments about future progress are added to the work.
- On other occasions the work may be marked orally with the child or the class and there will not be evidence from the teacher in the child's book.