



# All Saints Benhilton C.of E. Primary School Homework Policy

## **Mission Statement**

- In the context of Christian faith, reflecting the school's foundation, we will provide an education of the highest possible standard so that each child and staff member can reach their fullest potential.
- We will work to maintain and enhance our valued relationship with the Parish Church of Benhilton.
- The Christian values we seek to actively promote in school must overflow in attitude and action into the wider community.
- The safety, care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We respect and seek the opinions and involvement of our children.
- We seek effective communication, involvement and respect between the school and the families of our children.
- We encourage our children to respect the diversity of society and make a positive and caring contribution to it.

## **What are the aims of this policy?**

- 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.

## **What is the purpose of homework?**

- To consolidate, reinforce and extend skills and understanding particularly in Literacy and Numeracy.
- To provide opportunities for parents and children to work together.
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.

## **What is the role of the school?**

- To provide parents with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about homework.
- To provide support for children with the running of a homework club.

## **What is the role 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 inform parents if there is a problem regarding homework.

## **What is the role 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.

## **What is the role 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 Reception Classes**

Learning together is the emphasis for children in Reception. The activities are Literacy based with a strong emphasis on reading together. It is an ideal time to lay the foundations for continuing work at home.

## **What type of work will my child get?**

### **Reading**

Parents will be informed of the themes, phonemes and high frequency words that the children are learning in school each half term.

Starting in the Autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways.

- **Adults reading to children.**

Children are encouraged to use the picture books in the reception classrooms. These 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 very important.

- **Children reading to an adult.**

When they are ready to, children will start bringing simple books 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.

Reading the books more than once is very important.

### **Letter formation.**

At the beginning of the child's first term in Reception, the Reception teachers will provide parents with a sheet to support children with letter formation. This shows where to start and finish when forming each letter and what each letter should look like. Giving children the opportunity to practise forming letters and also developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively so they don't fall into bad habits.

### **Tricky Words.**

Children learn to read tricky words, i.e. those words that cannot be sounded out phonetically. After the children have learned tricky words parents will be sent a list of the words the children have learned. Regularly practising 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 practise writing the words as well as reading them. The teachers may send home games to give parents some ideas. 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 One we encourage parents to work together with their child to support them with their homework. The emphasis remains on Literacy and reading but we include ways in which children can be supported with important Numeracy skills.

## **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.

### **High Frequency Words.**

Children will have regular phonics lessons throughout Key Stage 1 alongside strategies for building a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. When it is appropriate, children will bring home some words to read, write and learn. Parents can help children to learn these by practising them regularly and often. Children will often receive the same words again in order to practise them further. Children should have the opportunity to practise their words over the summer holiday.

### **Numeracy**

Children will receive set work in Numeracy, highlighting important skills that they should have in place by the time they leave Key stage One. Parents can support their child by giving them lots of opportunities to practise these skills in practical everyday tasks (e.g. shopping, cooking).

## **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.

### **Literacy.**

This will be based around what the children will be learning in class. The work could be based on spelling, punctuation or comprehension. Sometimes the task will be a piece of writing.

### **Numeracy.**

This will also be based around what the children are 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.

### **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 and creative than in other areas.

## **How can parents find out more information about homework?**

Each year group will inform the parents about homework at the beginning of the year.

To help parents and children all homework will be set with three or four days to complete it.

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.

### **What about children who don't complete homework?**

The expectation is that children will complete homework. However, we do not expect children to spend more than 30-40 minutes on a short task. If the work is not completed after a reasonable time, please write a note to the teacher explaining this. Teachers will keep records of children completing homework and if there are any problems with children completing homework then the teacher will speak to parents to find out why. There may be occasions when a child will miss some of their playtime if they have not attempted to complete homework.

### **General**

If children are absent from school because they are sick, then in general we would not send work home. We would make the assumption that they are not well enough to work.

It may happen that a child is absent for a length of time though is well enough to do some work at home, e.g. a broken leg (see Access to Education policy). In these circumstances the teacher and the parent will agree what should be done, how it will be marked, and what sort of help needs to be given. In such circumstances the teacher should consult with the Headteacher first.

Sometimes parents take holidays in school time and ask for their children to be given homework for that period. No formal school work will be set.

### **Equal opportunities**

Whilst many pupils have access to a quiet working space in their homes and are enthusiastically supported by their parents, this will not be the case for all pupils who, for any number of reasons, will not have an ideal situation in which to study. It is important that sympathetic consideration is given in these instances and that sufficient time is given for completion of such "work" that is set and the possibility of facilities and support provided in school in order for the tasks to be completed effectively.

See also Inclusion Policy, Learning and Teaching Policy

R.P. Sutton (Headteacher) ..... Date June 2015

Martin Rowland (Chair of Governors) ..... Date: June 2017

**Last Reviewed: June 2015**

**Next Review: June 2017**