



### **Rationale**

For the purpose of this policy 'Homework' is defined as any work or activity which children are asked to do outside lesson time, either on their own or with parents. This policy sets out the framework within which teachers set homework. The booklet provides guidance for parents supporting children with learning activities at home.

### **Documentation**

This policy is based on "Homework – Guidelines for Primary and Secondary Schools" – DCSF.

### **Aims**

In setting homework activities we aim to:

- Involve parents in their child's learning by providing examples of what is appropriate for the child to be working on at that time.
- Consolidate and reinforce skills and understanding especially in Literacy and Numeracy.
- Extend school learning through additional reading and finding out.
- Target particular areas of an individual's need at that time.
- Encourage children to share resources they may have at home to support learning in school.
- Encourage children to begin to do school work at home as preparation for later life.

### **Content**

At Pinxton Village Infant Schools our regular homework consists of on-going learning activities such as spellings, reading, high frequency word lists, and reading, writing and maths targets.

At other times children are asked to bring in particular items from home to support learning in the classroom. There may be times when children are asked to complete a particular activity requiring them to find out answers from members of their family, or perhaps from books or on the internet. Children are also asked to learn words for performances.

**In Reception** children are given:

- A reading book
- Spelling sheets which begin with handwriting
- Phonics/ words sheets which link to the letter and sounds work in school
- A range of Maths targets for children to practise at their level
- Individual targets for reading and writing

**In Years 1 + 2** children are given:

- All of the above homework
- Book reviews at the point that the child begins to read purple level books in school

**In addition** all children are asked, at different times, to:

- Bring in items of interest for all areas of the curriculum/ our topics
- Have finding out missions to accomplish
- Have a turn at writing about class mascots
- Learn words for plays

**Children with Special Educational Needs** are given:

- Individual targets to work on with parents. These targets are reviewed termly and parents are consulted on progress and the new targets set.

## **Planning**

In line with DFEE recommendations we ask parents to spend 10 to 20 minutes per night on school based homework activities, averaging out at approximately 1 hour per week.

As children are based in one class each year teachers are aware of how many homework tasks are being set. The ongoing homework is progressive and supports parents who may not be able to sit with their children every night and also for those that are able to support their children more regularly. Children are encouraged to work at home where they can **but, are never reprimanded for not completing tasks.**

## **Resources**

The red HOME - SCHOOL Reading Record Booklet contains teacher's notes about the child's reading at that time; maths targets and their targets for reading, writing and maths.

The Homework folder contains the child's current spelling list or sound /word lists.

We hold a meeting at the beginning of each academic year. In reception this takes place after three weeks of being in school and families complete a carers conference sheet which gives us more information about the children. During this meeting teachers also discuss with parents how to turn the learning into games and an enjoyable practise of school work.

During further parent consultations, teachers remind parents of their child's targets and how best they can support their child at home. Teachers see individual parents to discuss pupil specific targets if appropriate.

In our booklet for parents "Homework – How to Help Your Child" we make suggestions on how to make the most of a 10 to 20 minute homework time each night.

## **Parental Involvement**

Parents are key to this policy. However, teacher support in setting the right amount of homework and educating parents in how best to achieve success is paramount. If homework is to be successful it must be stress free and not overburdening. Our booklet for parents provides suggestions on how this can be achieved.

## **Feedback to parents**

Most of the homework issued is ongoing and progresses at the individual child's rate of learning. Teachers provide feedback based on the nature of the task. We aim to check children's spellings and word/ sound recognition fortnightly and read with children weekly. Records are kept and progress report sheets for each class are submitted to the Head teacher termly. We accept that individual circumstances mean that not all children will be able to spend the recommended time on homework all the time. Our monitoring ensures children who are not progressing as we might expect are given extra support in school. Children are praised for practising and developing their skills at home. Teachers write comments in the red Home – School Reading Booklet. These are used as a dialogue between home and school. We discuss progress and needs at that time.

## **Equal Opportunities / Special Educational Needs**

Our main aim of providing homework is to involve parents in their child's learning. This is at an individual level for all children in school regardless of race, gender or ability.

## **Success Criteria**

The success of this policy will be measured by the progress the children are making and the comments we receive in school about the homework we give children.

**Dated** - January 2013

**Signed** – C. Avery -

J. Cotterill –

J. Pierce -

J. Knighton -

G. Hall –

C. House -

A. Ovendale -

L. Stephen-

**K Stephenson -**

**T Sisson -**