



Homework Policy

Rationale

We believe that children learn best when parents, the school and children work together in partnership and value the role of parents taking an interest in their child's learning. Homework activities should embed core skills and knowledge (the nuts and bolts of maths and English) and enrich and engage children creatively in out of school learning.

Aims:

- Support children's learning by reinforcing skills learnt in class and by encouraging independent research skills
- Encourage children to develop personal organisation skills.
- Take account of the needs of the individual child.
- Ensure parents and carers understand what is expected of them.
- Make homework manageable, meaningful and enjoyable for parents, teachers and children.

What does homework consist of?

Reading – at least five times per week (between 10 – 20 minutes per day)

We hope to foster a love of reading whilst at the same time provide ample opportunity to practice the mechanics of reading. Ideally there will be time for you to chat with your child about what they have read in order to develop and extend understanding.

When your child meets this expectation for six weeks they will be rewarded with the Reading Challenge Book Mark. However, less than three recorded reading sessions may result in making up this homework during a break.

Reading Rockets – these are high frequency words that cannot be de-coded and need to be learned by rote. They are grouped into sets of ten and should be learned at home and then tested in school. After every five sets of words are completed your child will be rewarded with a certificate in Celebration Assembly. This homework is targeted at children from Foundation Stage to Year 2 but may be used to support other children as deemed appropriate.

Spelling – practice and learn in preparation for weekly test (5 – 10 minutes per day)

This may be in the form of Look, Cover, Write, Check, and may vary in number – depending upon the year group or child. For children at the start of their school career, or those who need support in learning high frequency words, Spelling Spiders will be sent home. Once these have been learned your child can request to be tested and then move on to the next set. After five sets are completed, your child will be rewarded with a Spelling Spider certificate in Celebration Assembly.

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Maths based knowledge – times tables or number facts (5 -10 minutes per day)

Each week your child will be asked to either practice a particular times table in preparation for a test or learn key number facts from the . . . cards. This will support them in their learning when they need to recall these facts as part of a more complex mathematical calculation or problem solving activity in class.

Creative topic activity -

A task based activity of the children's own choice from the homework activity sheet. The sheet contains a range of curriculum related activities which can be done in any order. These are open ended tasks and it is up to the individual child as to how far their research will take them. One should be completed each half term and then brought into school as part of a shared homework exhibition, where each child gets to celebrate the learning of their peers.

Foundation Stage:

In Reception Class, children will be asked to complete 'Brain Builder' activities. As confidence grows and the school year progresses letter sounds and reading will be sent home to revise and learn.

Ways in which parents can support children's learning at home:

- Try and share a book with them every day.
- Give them help and encouragement. Try and get involved and above all talk to them about their learning and listen to what they tell you.
- Using the information sent home in the curriculum overview sheet every half term, try and take them to museums and libraries.
- If you have access to the Internet, there are many websites that can help your child explore the subjects they are learning at school. There will be many useful links on our school website.
- During school holidays, continue to hear them read and revise their times tables.

Marking and assessment:

Each family approaches homework in a different way and consequently provide differing levels of support for their child. With this in mind, it is not possible to make any assessment of a child's genuine understanding or achievement. Whilst any work will be acknowledged and valued, homework is primarily a vehicle through which children practice and hone knowledge they might already have gained.

Date of Policy approval:

Date of Policy review:

Policy approved:

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