

Worlingham CEVC Primary School



HOMWORK POLICY

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

Headteacher: Mrs Holly Marchand

School No. 935 3111

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Name of Committee:	Curriculum and Ethos
Chair of Committee signature:	<i>Peter Hobbs</i>
Date of next review:	Summer 2025

Worlingham CEVC Primary School

HOMWORK POLICY

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 provide an opportunity for pre-teaching of new ideas and concepts.
- To consolidate, reinforce and extend skills.
- 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.

What is the role of the teacher?

- To plan and set homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To mark 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. (Please talk with the class teacher if you need resources).
- TO SIGN AND DATE THE READING RECORD EACH TIME THE CHILD READS.

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. (Encourage children to talk to a teacher if they don't understand).
- 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.

HOMWORK IN THE FOUNDATION STAGE

Learning together is the emphasis for children in the Early Years Foundation Stage (EYFS). The activities are Literacy based with a strong emphasis on reading together.

What type of work will the child get?

Reading

In the Early Years Foundation Stage children will be given phonemes, high frequency words and word boxes that the children are learning at the child's own pace.

- Adults reading to children

Parents are encouraged to share books from their own homes, the School Library and other Library facilities, they are also asked to share reading in the environment when it is appropriate i.e. signs and captions in the street. Parents should encourage children to point to words as they are being read. Discussion about the books is important.

- Children reading to an adult

When they are ready to, children will start bringing simple books home to 'read' to an adult. Some of the books in the first term will be 'textless books' – much valuable conversation and discussion can be had about the pictures and the layout of the book. 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. Please sign and date the child's reading record each time they have read.

High Frequency words

Children learn to read high frequency words as part of our Phonics scheme. Regularly practising reading them, looking out for the words in reading books and playing games with them will really benefit the child. Once children are confident to recognise them on sight they begin to practise writing them from memory.

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.

Numeracy

At the beginning of the child's first term in Reception, they will be given number cards which focus on recognising numbers 0-20 on sight. Once children are confident at this they will then practise the correct number formation.

HOMEWORK IN KEY STAGE 1

How much time should be spent on homework?

Year 1/2	10 minutes reading daily. Weekly spellings.
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For children in KS1 we encourage parents to work together with their child to support them with their homework. The emphasis remains on English and reading in particular but we include ways in which children can be supported with important Maths and related topic work.

What type of work will my child get?

Reading

Reading on a regular basis is vital when children are in Years 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 has been read. Children will have a reading record which parents/carers should sign, date and comment in each time they read with the child. Research has shown that talking and discussing books is important too. Books should be re-read to embed understanding of new vocabulary.

High Frequency Words

Children will have daily phonics lessons throughout KS1 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 and learn. Parents can help children to learn these by practising them regularly and often.

Numeracy

Children will sometimes receive set work in Maths. However, there are important skills that children should have in place by the time they leave KS1 such as number bonds to 20 and 2x5x10x tables. Parents can support their child by giving them lots of opportunities to practise these skills.

How can parents find out more information about homework?

Each year group will inform the parents about homework in the parent's meetings held at the beginning of the year. Teachers will have 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. If children are having difficulties in completing tasks there will be liaison between home and school to see where support can be given. This could be through a different approach at home or by providing time and support within the school day by the class teacher or teaching assistant.

HOMEWORK IN KEY STAGE 2

How much time should be spent on homework?

Year 3/4	Daily reading. Weekly Maths task. Weekly spellings. Weekly English task (Grammar, comprehension or writing) where appropriate. Topic based learning task.
Year 5/6	Daily reading. Weekly numeracy activity. Weekly spellings. Weekly comprehension task. Weekly Grammar to support the learning that has taken place in the curriculum.

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 KS2 continues to be based around English and Maths however, children may be given more varied tasks in other areas of the curriculum. If required, children will be supported in school to complete homework. Liaison will take place between home and school to facilitate this.

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 read texts that are more detailed and will take longer to read. They should be encouraged to discuss their texts and be able to answer questions e.g. "Why?" where an opinion is required. They should be encouraged to read all types of texts including non-fiction. Children in KS2 are responsible for filling in their reading record every day and making sure it is in school. Occasional book reviews are carried out. Again, please sign and date the reading record when you listen to your child read.

English

Children will be expected to learn spellings from memory. They may be asked to read something and answer questions. Sometimes the task will be a piece of writing.

Maths

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 and learning tables.

The Home Learning Journal may also include a link to other curriculum areas, Science, Geography, History and so on. It could take many forms, preparing a talk, completing a piece of research or conducting an interview. The children may take part in a creative challenge linked to the topic. The nature of this work may be more open ended than in other areas and encourages independent learning. This work will be marked by the teacher to encourage and motivate the children.

SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS

Throughout this policy runs our commitment to safeguarding the wellbeing of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The wellbeing and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff will need to follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.