

St. Andrew's CE (VA) Infant School

# Homework Policy



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| <b>Title</b>               | <b>Homework Policy</b> |
| Version                    | 1.1                    |
| Date                       | September 2018         |
| Author                     |                        |
| Approved by headteacher    | July 2020              |
| Approved by governing body |                        |
| Next review date           | July 2021              |

| Modification history |           |                        |                 |
|----------------------|-----------|------------------------|-----------------|
| Version              | Date      | Description            | Revision author |
| 1.1                  | July 2020 | Reviewed – review date | J. Swallow      |

## Homework Policy

### Rationale

At St Andrew's Infant School we believe that homework consolidates skills and understanding in literacy, numeracy and other curriculum areas, helps raise the levels of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We value the support of parents/carers and we believe this policy will be successful if there is a strong partnership between home and school which is reflected in our Home/School Agreement.

### Aims

- To ensure a consistent approach to homework throughout the school;
- To ensure parents and carers have a clear understanding about what is expected from themselves and their children.

### The Purpose of Homework

- To support the needs of individual pupils
- To provide enjoyable opportunities for parents and carers, pupils and the school to work in partnership
- To consolidate and reinforce children's learning, particularly in literacy and numeracy
- To promote self-esteem and confidence in all our pupils
- To encourage greater independence and personal responsibility for learning as the children move towards the end of KS1.

### The Type and Amount of Homework

The individual needs of the children will be taken into account when planning homework. Ideally short, regular sessions spread over the week will support your child in their learning. We do not recommend that your child works for more than 5-10 minutes a session. The quality of the activity is more important than the precise amount of time spent on the homework.

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| Foundation | <ul style="list-style-type: none"><li>• Children are asked to bring things in from home during the year to talk about to enhance their learning.</li><li>• Sound books – children will take home a sound book weekly with new letters glued in and Jolly Phonics action sheets. Children are encouraged to say the sound at home, doing the Jolly Phonics action and think of words beginning with the sound. New sounds will be</li></ul> |
|------------|--|

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|   | <p>added weekly for children to practise and tracing letter sheets for correct letter formation.</p> <ul style="list-style-type: none"> <li>• Children should be encouraged to read at home daily, reading their flashcard words, and/or reading scheme book. Comments should be recorded in the child's home/school diary.</li> <li>• Children should be encouraged to answer questions about the book/pictures.</li> <li>• As the year progresses, children will be given spellings to learn at home and number homework.</li> </ul>  |
| <p>Key Stage 1:<br/>Year 1<br/>Year 2</p> | <ul style="list-style-type: none"> <li>• Children should be encouraged to read at home daily, reading their flashcard words, and/or reading scheme book. Comments should be recorded in the child's home/school diary. As books become longer, children may not complete the book and may read to a certain page.</li> <li>• Children should be encouraged to ask and answer questions about the story.</li> <li>• Children will be given weekly spellings to learn at home based on their phonics learning. They will be tested on them weekly.</li> <li>• Children will have a weekly homework task sent home in a homework book/sheet of paper. This will be based on their learning that week and should be returned the following week.</li> </ul> |

**The Planning and Co-ordination of Homework**

- The class teacher will be responsible for ensuring that the homework is relevant and manageable;
- The children will be told when activities should be completed so that homework activities are not left to build up in book bags.
- The school will support parents and carers by providing them with information and advice on how they may help their children.
- Children will not be criticised for not completing homework.
- The school will provide parents with regular information about work being covered in the classroom through half-termly newsletters.

**The Role of Parents and Carers**

Guidance will be offered to parents and carers to enable them to become involved in supporting their children as they complete homework activities through Family Learning events throughout the year.

## **Feedback for Pupils, Parents and Carers and Teachers**

Homework is very important and as such should be supported and praised at home as well as in school.

It will not necessarily be 'marked' although the class teacher will monitor it.

Staff will discuss, if necessary, any concerns regarding individual children with the parent/carer, normally at the end of the school day. These concerns will be referred to the Head of School as appropriate.

### **The school will recognise the worth of pupils' homework by:**

- Providing and maintaining a reading record for each child;
- Continuing the practice of providing each child with a Home/School Book to encourage written comments between home and school;
- Using some work produced at home in displays in the classroom;
- Giving verbal feedback where appropriate.

### **Consultation and Review**

The guidelines set out in this policy will be reviewed bi-annually or when the need arises.

**Updated:** December 2013 **Consultation with staff:** January 2014 **Reviewed:** June 2016, September 2017, September 2018, September 2020