



**Acklam Whin Primary School
Homework Policy**

Reviewed: June 2016

Homework Policy.

At Acklam Whin we value the partnership between parents and staff and we believe that by working together we can support and develop all aspects of learning for the children. Homework is an area that provides an opportunity to develop a working partnership between home and school.

Homework is an integral part of the curriculum; it is planned and prepared as part of the overall programme of learning and can make a significant contribution to children's progress and achievement.

Regular periods of homework can support work already introduced in class, extend children's learning and improve confidence. Regular homework can also motivate and encourage children to learn to study independently. Homework in Upper Key Stage 2 also helps to prepare the children for the requirements of Secondary School.

Year group homework guidance will be shared with parents at the beginning of each year. Throughout the year, parents will also be provided with appropriate information about methods and approaches being used in school, e.g. calculation methods in Maths, so that they can give appropriate support to their children.

It is important to note that, whilst the support of parent in the homework process is invaluable and much appreciated, the homework is designed for the children themselves to complete. We would ask that parents resist the temptation to give too much support but, instead, contact school if their child is struggling

Homework Programme.

Homework is planned throughout the school to consolidate, reinforce and extend skills and understanding, particularly in English and Mathematics. The nature, type and length of homework will vary according to the age of the child. Homework may take many forms appropriate to the work in school; both ongoing activities, such as home reading and short activities to enhance the work done in school and curricular/topic activities and projects. The amount of time spent on homework will gradually increase as children progress through school.

Early Years Foundation Stage.

The need to develop a partnership with parents, involving them actively in their children's learning is the key purpose of homework activities for the youngest pupils.

- The EYFS team hold parent learning meetings in order to give parents practical ways to support their children in their learning.
- Nursery parents have the opportunity to select books from the 'home- loan' book area and the children are encouraged to take books home to share with adults.

- Nursery children take turns to take home the Nursery teddy to promote communication between home and school.
- EYFS staff display the learning targets for parents to see and share the termly topic themes to encourage parents to support these with activities at home.
- During the Autumn Term in Reception the children will bring home a Shared Reading book. Parents are encouraged to share read with their child.
- From the Spring Term onwards the children will begin to bring home a reading book linked to the phonic work taught in class. Parents will be encouraged to read with their child and to comment on their child's reading in the reading record. This record forms a useful means of dialogue on reading between home and school.
- Reception children will take home word lists and Sound books. This is closely linked to the phonics approach to teaching reading and writing.
- Reception children will take home a box of "tricky" words. Parents can help their child to learn these words by playing games such as snap or matching pairs.
- Reception children will take home a holiday book for each school holiday. This is for them to record their holiday news and stick photographs and leaflets in from places they may have been. Children will have the opportunity to share their holiday books in school.

Key Stage 1.

- At Key Stage 1, daily home reading is essential. Parents are encouraged to share school reading books with their child and to make regular comments on their child's reading, in the reading record book. This record forms a useful means of dialogue on reading between home and school.
- At Year 2, pupils are encouraged to add their own comments, either writing them themselves or telling their parents what to write.
- Children throughout Key Stage 1 will be given regular spellings to learn. These will be high frequency words and phonic spelling patterns to consolidate their work in the teaching of the Letters and Sounds approach to phonics.
- In Key Stage 1, children will be expected to learn appropriate Maths facts, such as number bonds and times tables, as part of their homework.
- In Key Stage 1, children will also have Maths homework, which is related to their learning. This may involve games or activities to consolidate a skill or further reinforcement of work taught.

Key Stage 2.

- All children at Key Stage 2 are expected to read regularly at home. As they progress through Key Stage 2 they move into personal reading and this requires encouragement and monitoring from parents. The children also need opportunities to read aloud to an adult and practise using expression in reading.

- English and Maths related homework, to reinforce, consolidate or extend work covered in lessons, is given regularly. This will focus on basic skills.
- At Year 3 & 4, weekly homework will be based on Maths facts, tables and spelling.
- At year 5 & 6, weekly homework will be based on Maths facts, grammar, punctuation and spelling.
- At Key Stage 2, children will also be given regular project tasks linked to cross curricular areas, or creative, personalised activities, to be completed over a 2-3 week period. This work can be used as an introduction to a topic or can be used to extend interest and understanding of on-going work. This type of activity encourages independent learning and develops study skills.
- At Key Stage 2 Children will be signposted to appropriate online resources, such as Education City or BBC Bitesize, that may support them in completing their homework.

Children with Special Educational Needs.

Homework tasks are differentiated as appropriate to the needs of individual children. Children with Special Educational Needs may need to have specially adapted homework tasks and some children benefit from tasks separate from the homework set for other children in class. It is important, however, that wherever possible, children with special needs should do homework in common with other children in class.

Feedback.

All homework should be acknowledged in some way. This may take the form of marking, in line with the school marking policy, Marvellous Me notifications, certificates or any other appropriate form of feedback.

Completing Homework.

Support will be given in school for children who are struggling with their homework. This may take the form of an individual or small group input or a more structured homework club, depending on the age and needs of the child/children.

Children who do not complete their homework will be expected to do so at school during their free time e.g. break, lunchtime or Golden Time.

It is important that parents contact staff to notify them of any difficulties with their child's homework e.g. it was too difficult; the child was ill so did not complete it.

In some circumstances, homework may be set for children who are absent from school because of illness. Homework will not be set for pupils who are on holiday.