

HOMWORK POLICY

October 2016

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Review Date: October 2018



Rationale

Homework at Dovers Green School refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. The children understand homework to be their home learning task.

Aims

- To develop an effective partnership between the school and parents so that both work closely together to enable each child to develop confidence and strive to continually improve.
- To provide opportunities on a regular basis for parents to become actively involved in their child's learning in a supportive environment.
- To consolidate and reinforce skills and understanding particularly in English and mathematics.
- To use a range of resources to develop children's learning.
- To ensure that homework has a regular pattern and that this is understood by both parents and children.
- To give children either verbal or written feedback and maintain a regular dialogue with parents through reading record books, informal discussion and at regular parents meetings.

Throughout the infant school the key purpose of homework remains the same that is for parents to be actively involved in children's learning; however the tasks vary as children move through different year groups. Regular reading and writing is of vital importance and differentiated maths games to reinforce concepts are a resource for all year groups. Parents should refer to the booklets and guidance sheets that are sent home that give ideas and activities for sharing with children at home.

Reading Guidelines

Handwriting at Home

Maths on the Go! - Reception

Maths on the Go! - Year One

Maths on the Go! - Year Two

Foundation Stage

- Early on in the reception class the children are given three phoneme sheets to take home each week to reinforce phoneme/symbol recognition introduced that week. This is part of the Jolly Phonics scheme.
- When the children are ready they will have key words to practise at home and use for playing games such as 'snap.'
- Children are given word boxes to help them blend letters into words as soon they are ready.
- A reading book is also taken home for the child to share with parents.

Depending on their readiness children will receive their home learning at different times.

Year One

- Children continue to take books home every day for enjoyment, to reinforce sight vocabulary, phonic work and other reading strategies taught in school. As children become more competent parents are asked to help children develop higher level reading strategies by discussing reasons for events and personalities of characters in the story. What if, how and why questions are emphasised.
- Each week children are given either an English or maths activity to reinforce skills taught in school. This will consist of either a maths game or an activity linked to their learning in school which may include a spelling task. This starts after Autumn 1 half term.

- On occasions children may be asked to do research at home connected with topic work or be asked to continue with or complete a task started at school. Some children may take home word lists from Jolly Phonics to reinforce blending.

Year Two

- Children continue to take books home every day for enjoyment, to reinforce sight vocabulary, phonic work and other reading strategies taught in school. As children become more competent parents are asked to help children develop higher level reading strategies by discussing reasons for events and personalities of characters in the story and locate answers in the text. What if, how and why questions are emphasised.
- Each week children are given either an English or maths activity to reinforce skills taught in school.
- Children will take home a maths game to reinforce skills and concepts that they have been learning fortnightly.
- Within the home learning task children will have a set spelling investigation. This could be to reinforce the spelling pattern they have been learning in class. It might involve children generating words from a phrase or topic title or making up mnemonics to help them remember the spelling of tricky words.
- On occasions children may be asked to do research at home connected with topic work or be asked to continue with or complete a task started at school.

In addition

- If there is a child requiring additional handwriting practice this will be sent home after liaison between the teacher and parent.
- Early Literacy Support is for some year 1 children and will involve a short session of support by the parents each evening. The SENCo and Teaching Assistant will liaise with the parents.
- Reading Recovery is a concentrated 15 - 20 week programme that is delivered by a trained Reading recovery teacher to four identified year one children and needs to be supported at home every day to give children the chance to make the expected progress.
- Children in Badgers class will bring home a scrapbook every Friday, so that they can, with their parents, help record their weekend activities to share with the class on Mondays.
- Children who are receiving speech and language therapy may have activities to practise at home to reinforce the skills and concepts being taught in their therapy sessions.