

Earlsfield Primary School



HOMEWORK POLICY

Approved.....Date

Committee.....Curriculum.....

Review.....Spring Term..2013.....Date

The staff at Earlsfield School believe that effective learning takes place when there is a partnership between home and school. This requires good communication between children, teachers and parents/carers. An essential element in bringing about effective learning and maintaining a partnership approach through good communications, is the setting of homework.

We believe that homework is an important, if not vital element in children's learning, as it can:

- Encourage children to develop the practice of independent study.
- Assist in the development of perseverance and self-discipline.
- Allow practice of skills learned in the classroom through reinforcement and revision.
- Help children to make more rapid progress.
- Use materials and sources of information such as the library.
- Involve parents/carers in their children's work.
- Prepare Year 6 children for secondary school.

What Do We Mean by Homework ?

At Earlsfield Primary School, we believe that homework should be realistic. Our curriculum is overflowing with learning opportunities and we feel that our children should be given the opportunity to relax and enjoy their free-time outside of school. As a result, we have limited our homework to reading each night, learning weekly spellings and practising times tables. We believe that these key skills are essential in order to make sound progress in all aspects of literacy and number work. We also believe that early concentration on these skills should increase a child's confidence and competency in these areas. Each teacher from Year 1 to 4 will also provide a suggested task for children to do. This will be open ended. The amount of work completed will be the discretion of the parent and child.

The exception to this is in Year 5 and 6, where more formal homework will be set in preparation not only for Year 6 SATs but also for the transition to secondary school.

The role of the teacher

The teacher will set appropriate differentiated tasks to meet the needs of each child. This will involve sending home a reading book at the appropriate level, providing a list of words which are suitable for each child's ability and stating the appropriate times table to be practised at home. The teacher will also work in partnership with parents and children to ensure that the set tasks are being completed properly and effectively.

The teacher will keep parents updated with current topics and units being taught in class. S/he will send home a list of suggested fun activities related to topics taught that can be done at home by parents with their children, if they so wish.

The role of the child

- To ensure that homework is handed in on time every Tuesday
- To ensure that they are reading each night
- To ensure that they are learning their spellings and times tables properly
- To ask an adult if they find something difficult (before the work is due to be handed in!)

The role of the parent

- ❑ To work in a partnership with children and teachers
- ❑ To communicate with the class teacher regarding difficulties in completion
- ❑ To ensure that homework is handed in on time every Tuesday
- ❑ To ensure that homework reflects the ability of their child.
- ❑ To ensure that reading takes place on a regular basis and that a suitable comment is provided in the child's book.

When children are given homework it is important for them to receive the best possible help. Therefore we recommend that the children should:

- Be provided with a quiet place to work.
- Be allowed to work without the disruption of a television or other siblings!
- Be given encouragement and help where necessary.
- Be supervised so that homework is completed and handed in on time.

To make homework a successful element of the learning of every child at Earlsfield, we believe it is important for homework to be set in a consistent manner throughout the school. We have discussed homework amongst the staff and agreed clear deadlines and expectations.

This policy was amended in September 2009 after considering parental responses to homework in the annual parental questionnaire which expressed some concerns at the lack of consistency in the amount handed out. After consultation with the staff it was decided that an emphasis should still remain with regards to reading, spelling and tables as they are fundamental basics. Between Year 1 and 4 suggested tasks will be offered. If this is in numeracy an example can be added so parents are aware of the format that has been followed in class. Within a suggested task children can complete as much work as they feel necessary but they will also focus on creativity and speaking and listening. In years 5 and 6 work will remain formal as children need to be prepared for secondary school in terms of homework and in this respect the amount provided in primary is still relatively limited in comparison to Year 7.

HOMEWORK SCHEDULE

	Reading	Spellings	Tables	Additional work
Nursery	Sharing a book once a week			See suggested tasks
Reception	Sharing/reading a book 4xper week. Max 10 minutes	Up to 5 letter sounds or sight words each week		See suggested tasks
Year 1	Sharing/reading a book 4xper week. 10-15 minutes	5 – 10 spellings		Suggested task by teacher
Year 2	Sharing/reading a book 4xper week. 10- 15 minutes	8 – 10 spellings	Know tables 2,5,10	Suggested task by teacher

Year 3	Reading a book 5x per week. 15 minutes	10 – 15 spellings	Know tables 2,3,4,5,6 and 10	Suggested task by teacher
Year 4	Reading a book 5x per week. 15 minutes	10 – 15 spellings	Know all tables 1-10. Apply associated facts eg $8 \times 2 = 16$, $16 \div 2 = 8$	Suggested task by teacher
Year 5	Reading a book every day 20 mins per day	10 – 15 spellings	Apply Associated Facts	One from either Literacy, Numeracy or topic weekly
Year 6	Reading a book every day 20 mins per day.	10 – 15 spellings	Apply Associated Facts	Two from Literacy, Numeracy or topic weekly

Where possible, homework will include a learning objective in the form of a “Can I?” statement so that the outcome of the task is clear. Success criteria will be listed when possible as well as examples to aid the children and make strategies clear to parents.

- ❑ **Reading is ongoing and parents in KS1 should comment three times per week. In Key Stage 2, children will be expected to write three comments of their own and parents add an additional one.**
- ❑ **All homework is handed out on a Thursday and should be returned on a Tuesday.**
- ❑ **Spellings and tables sent home on a Monday are tested on the following Monday.**
- ❑ **A suggested task will be sent home on a Thursday to be returned on a Tuesday.**

ADDITIONAL ADVICE

Reading:

We expect that all parents/carers will hear their child/children read in line with school expectations. However, this does not mean that reading books will be changed every time a parent/carer hears their child read. It may be the case that a child needs to consolidate or repeat the reading of a book to achieve full understanding, enjoyment or fluency. Local libraries can be used as a suitable resource. There will also be times when a parent/carer or teacher feels that a book will need to be changed outside the normal arrangements and brief communications between parties should facilitate this.

Reading Records and Homework Books:

All children are issued with a home reading record and homework book, which allows all concerned to communicate about reading and homework progress. These books will let parents/carers know what has been set and allow them or the teacher to comment. It is vital that parents/carers use the reading records and homework books to communicate with teachers, as this will ensure that homework becomes a regular and successful aspect of school life.

Spellings:

From Year 1 onwards all children will be given spellings to learn as part of their homework. Spellings will usually be given once a week, but should be practised on a regular basis.

The recommended method for practising spellings is:

Look Cover Write Check

This method encourages the children to look at the word, cover the word up, attempt to write it, and then check that the spelling is correct. If this process is repeated, then most children will begin to learn and remember a wide range of words and their spelling patterns.

Times Tables:

From Year 1 onwards, all children will be given times tables to learn as part of their homework. Tables will usually be tested once a week, but should be practised on a regular basis.

The recommended method for practising times tables is:

1. Recite a times table in order until it is known off by heart
E.g. 2 times 1 is 2, 2 times 2 is 4 etc
2. Adults ask their child questions about the times tables out of order
E.g. What is 2 x 5? What is 2 x 9?
3. Adult asks their child questions about the times tables using the answer.
e.g. $2 \times ? = 10$ $2 \times ? = 45$?
4. Reciting the related division facts for each times table.

The recommended order for children to learn their times tables is:

1, 2, 10, 5, 3, 4, 6, 7, 8, 9, 11, 12

Non Completion of Homework:

In order to make the setting of homework a successful part of each child's education and to ensure the fullest possible completion of homework, we expect that all children will receive the maximum possible support from home. However, we are also aware that some families experience difficulties in supporting their children. When this is the case, we will endeavour to support the adults as much as possible through workshops etc.

Appendix 1

Suggested ideas for Foundation Stage Homework

Co-ordination/motor skills

Threading beads
Riding a tricycle/bike
Balancing on one leg
Making big shapes on paper using whole arm
Doing frog hops, bunny jumps, crab walks
Bursting bubble wrap/picking up small objects eg coins/rolling blutac/ripping paper
Cutting up magazines

Numeracy

Sorting into colours eg counters
Sorting cutlery in drawer/games eg all animals together, crayons together
Counting anything – fruit/stairs
Finding numbers on the way home eg on bus, doors
Finding shapes on the way home
Playing in bath with water and containers
Learning sequencing eg first next
Days of week eg Mr Wolf's Week, The Very Hungry Caterpillar
Playing shops
Board games – learning to take turns
Junk modelling
Learning phone number

Literacy

Sharing a book
Listening to a story
Finding letters eg in shop names
I hear with my little ear something that starts with p (sound not letter name)
Making cards and writing/play writing in them
Pretending to be waiter/waitress and taking an order
Making shopping lists
Joining in nursery rhymes
Knowing characters in books
Listening to and following instructions
Learning address

Suggested ideas for Key Stage 1 Homework

Co-ordination/motor skills

Threading beads
Riding a tricycle/bike
Balancing on one leg
Doing frog hops, bunny jumps, crab walks
Bursting bubble wrap/picking up small objects eg coins/rolling blutac/ripping paper
Cutting along lines/round shapes
Doing 8s exercises with beanbag
Throwing and catching a ball – varying sizes
Kicking and receiving a ball
Skipping
Using a knife and fork correctly
Doing up buttons and laces on own
Dressing self

Numeracy

Spotting odd/even numbers on way home
Helping with money in the shops
Spotting 2D and 3D shapes on the way home/when out
Counting eg sweets, baked beans on plate up to 20 and 100 when confident
Counting in 2s – match socks and count how many altogether in 2s
Tables (2,5,10) – can sing and make up actions
Writing numbers – play Bingo
Junk modelling
Construction games
Measuring eg cooking, water in the bath
Making patterns with colouring pens
Board games eg snakes and ladders

Literacy

Listening to a story
Sharing a book and be able to talk about it – the characters/what will happen next/why something happened
Reading anything - cereal packs, computer games, magazines
Spellings – look say cover write check/practise writing in shaving foam/finger paint/stick in mud/ bath crayons, child writes spellings on 2 separate pieces of paper and play pairs, child writes words and you hide them for them to find and read and spell
Listening to and following instructions
Blend words eg you say c-a-t (in sounds) and they say the word
I hear with my little ear something starting with c (sound)
Rhyming – spot the rhymes in nursery rhymes
Clap number of syllables in words eg com-pu-ter
Read commonly used words – see list. Play bingo, make pairs cards, hide round room and find then read
Spot commonly used words in book you are sharing
Make and write birthday cards
Make shopping lists and play at being waiter
Write diary
Make own books about what they like eg animals/adventure story/Barbie

Suggested ideas for Key Stage 2 homework

Co-ordination/motor skills

Riding a bike
Skipping with and without rope
Balancing on one leg – leg in front, at side, behind
Exercises with beanbag doing the 8s
Throwing and catching balls of different sizes
Doing laces/buttons etc
Cutting accurately round shapes and pictures
Practising handwriting using school policy

Numeracy

Using money – selecting right amount and checking change in the shops
Using timetables at bus stop, train station
Being able to use TV guides and work out how long TV programmes last for
Making 3D models
Play card games eg poker, pontoon
Play board games – can add 0 to each number
Tables (2-10) – can sing and make up actions
Measuring – accurate measuring for making cards, models etc/cooking/telling time/
Decimals – money notation
Percentages – on food packaging and in the shops. Eg if get 50% free, how much would you get originally?
Learning mobile numbers and home phone numbers

Literacy

Reading books and writing reviews for friends
Talking about characters in books, why things happen, opinion, predict, use inference and deduction
Learn poems off by heart
Writing review of films/TV programmes/Computer games for class for other children to use
Reading anything - cereal packs, computer games, magazines
Being read to
Following instructions
Making and writing cards
Making own books based on interest eg footballer, animals, fantasy story
Spellings – look say cover write check/practise writing in shaving foam/finger paint/stick in mud/ bath crayons, child writes spellings on 2 separate pieces of paper and play pairs, child writes words and you hide them for them to find and read and spell
Spellings of tricky words – make up mnemonic eg said = Sally Ann Is Dead i.e. make up word for each letter to help remember spelling