

BLACK HORSE HILL INFANT SCHOOL



HOMEWORK POLICY

22nd October 2020

Approved by Committee _____

19th November 2020

Approved by Full Governing Body _____

A Cowan

Signed _____ (Chair)

J Morris

Signed _____ (Headteacher)



Homework Policy

1. Introduction

All staff at Black Horse Hill Infant School strongly believe in the partnership between home and school, and that learning at home is an essential part of good education. Homework can be used to reinforce skills and knowledge taught in school, and to develop independent learning skills. A well-organised homework programme will also give parents/carers an opportunity to share in their child's education.

2. Aims and Objectives

Aims

At Black Horse Hill Infant School we aim to equip children with the knowledge, skills and attitudes necessary for life long learning. Our philosophy includes promoting independent learners who are keen to read, write and share their education with their parents and carers. We aim to provide children with regular learning activities, which are designed to be completed at home with some adult support. These activities provide a range of experiences across the curriculum.

Objectives

Pupils and parents/carers will be involved in developing and reinforcing skills and knowledge taught in school. Parents/carers will be encouraged to take an active role in helping their child with their homework. Pupils will benefit from sharing their homework activities with their parents/carers and gain confidence in their own abilities.

3. Homework Arrangements

The Government believes that a sensible programme of homework activities for Infant aged children should be designed to take up to one hour per week. This should include reading, spelling, other literacy tasks and numeracy work. The Government sees regular reading practice as vital in developing literacy skills. Key Stage One children should be spending at least 10 minutes a day reading their own book or sharing a book with an adult.

Homework activities are planned and delivered on a weekly basis for all children in Foundation One, Foundation Two, Year One and Year Two. The teachers in the same year group plan and give out the same activities. Although the activities are predominantly literacy and Numeracy based, other related activities are included where appropriate. Parents/carers are encouraged to work with their children at home to reinforce the skills and knowledge taught in school.

Children will be allocated an ebook on line which reinforces taught reading and phonic skills; children will also take home a Home Practice Reader book which they are encouraged to share with their parents/carers. This book is not read in school and is designed to practise skills and techniques taught in class.

The Home Practice Reading books are changed on a regular basis according to the individual year group arrangements. In Foundation 2 the books are changed weekly by the class teacher. In Year 1 and Year 2 the children choose their own books

from book banded boxes linked to the school reading scheme 'Bug Club'. The children can change their books each day.

The children are responsible for returning the books when they need changing.

Foundation One children may take home suitable activities when appropriate. These are intended to be shared with the parent or carer.

Foundation Two- all children in Foundation Two will be allocated an online reading book which has been read in school with the class teacher, they will also take home a Home Practice Reader relevant to their reading ability and a Library book which is chosen by the child. Homework activities are provided which develop the children's early reading skills. Key words are identified in the Home Practice Reader for children to practise with their parent/carer. Appropriate writing tasks will also be set during the year.

Mathematics activities regularly occur as part of homework tasks, these are usually practical activities. Teaching staff may also set a Mathematics game (online) for homework.

Homework is given out on a Friday and should be returned the following Wednesday, when a sample of the work is discussed as a class. Homework activities are also put onto the school's website each week.

Year One children are given homework, linked to the English and Mathematics work taught that week and is designed to reinforce the class teaching. E-books are allocated to children on a weekly basis. Some activities may be assigned on Purple Mash or Mathletics. Homework is given out on a Friday and is to be returned by the following Wednesday, when a sample of work will be discussed as a class. The children are provided with a "homework" exercise book. Children are expected to put their homework books in the Homework tray ready for marking.

Year Two children are given homework, which includes activities to develop an awareness of phonemes, grammar and punctuation skills and word knowledge. E-books are allocated to children on a weekly basis. The activities are linked to the English and Mathematics work taught that week and are designed to reinforce the class teaching. Some activities may be assigned on Purple Mash or Mathletics. Homework is given out on a Friday and is to be returned by the following Wednesday ready for marking. Children are expected to put their homework books in the Homework tray ready for marking.

All school homework activities follow the same format. A summary of the weekly English and Mathematics activities and then itemised homework tasks. Some weeks there will be extension activities for those children who wish to develop their skills further.

At our September Curriculum Meetings for parents/carers homework will be discussed with parents/carers and there will be an opportunity for questions to be asked. At these meetings we also share ways parents/carers can support their children at home.

Examples of the Homework Activities can be found in appendix 1.

4. Monitoring Homework Activities

The class teachers monitor the return of the homework, and it is marked. A record is kept of the children who do not return homework on a regular basis and this is shared with the Headteacher. Children are encouraged to take responsibility for the return of the homework sheets and books.

Class teachers monitor the reading of the ebooks and Home Practice Reading book to ensure that children are being given opportunities to rehearse their reading skills at home. Although sometimes children like to re-read books at a lower level just for enjoyment, we want children to develop a love of books and reading therefore re-reading a favourite book is acceptable. The children are encouraged to discuss the book with their parent/carer and a comment is made in the Home Practice Reading Record card. These cards are monitored by the class teacher on a regular basis and a teacher comment is made.

An example of the Home Practice Reading Record card can be found in appendix 2.

If children are not reading at home or completing their homework class teachers will speak to the parents/carers and ask if they require support.

5. Role of Parents/carers

A key focus of the Government, L.A. and schools is to narrow the achievement gap between children born into different socio-economic groups. Despite all efforts, UK has one of the strongest links between circumstances in which a child is born (socio-economic group- SEG) and their adult outcomes. The lower the SEG, the higher the risk of poor outcomes.

Parents/carers do matter in raising standards – “Parents supporting a child’s learning is consistently significant regardless of a parent’s social class, education or wealth. Nurturing parents’ skills as first teacher reduces inequalities” (Christine Davies)

Black Horse Hill as mentioned previously monitors homework and children who have little support at home are considered to be within a vulnerable group. We have introduced ‘surrogate carers’ who read daily for 10mins with these children. The headteacher also meets with the parents/carers. Advice for parents/carers on how they can support the children at home will be offered, and the challenge is to engage the ‘hard to reach’ parents/carers!

6. Equal Opportunities

All children will have equal access to Reading Together Activities and children with Special Educational Needs may be given individual homework, which is more appropriate to their abilities.

7. Monitoring and Review

The Headteacher and Deputy Headteacher as necessary will monitor the homework policy. The homework policy will be discussed with staff at staff meetings to ensure the policy reflects current practice in school. The Learning and Achievement Committee of the Governing body will review the homework policy every two years.

R.McLeod September 2020