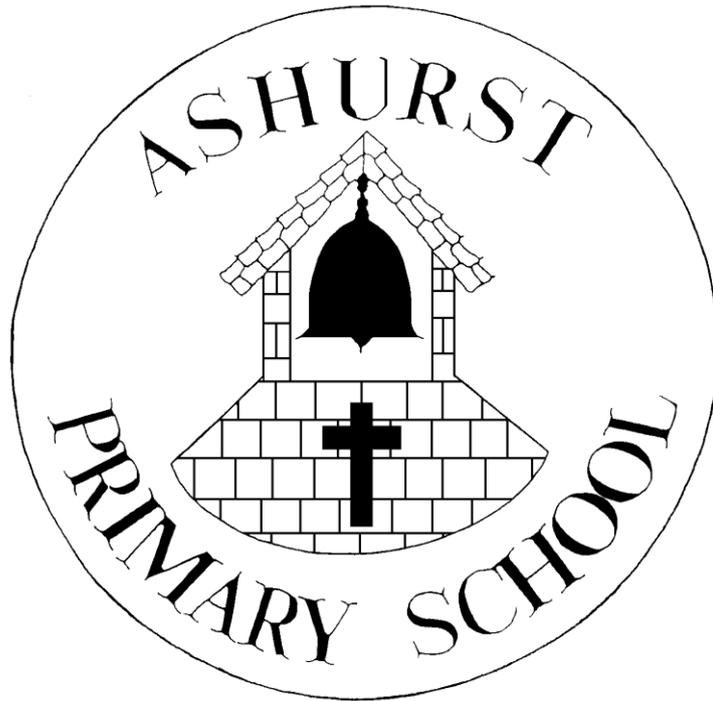


**ASHURST CE AIDED
PRIMARY SCHOOL
HOME-SCHOOL PARTNERSHIP**



**HOMWORK POLICY
FROM SEPTEMBER 2015**

Introduction

The school's POLICY on HOMEWORK was produced following consultation and discussion with staff, parents/carers, pupils and governors of Ashurst CE Aided Primary School.

It is reviewed and updated in response to changing circumstances and needs, such as the new National Curriculum in September 2014, and contains guidance and advice on how to support children's learning throughout their primary years. It is intended as a resource and reference.

The POLICY on HOMEWORK will continue to be reviewed and updated in response to changing circumstances, needs and statutory requirements.

Achieving the right balance

- The importance of children leading a balanced life and having time and opportunities outside school hours to reflect on what they have done/are doing during school hours.
- The importance of children having time outside school hours to choose for themselves what they do.
- The importance of children having time outside school hours to enjoy physical and musical activities, such as swimming and learning to play an instrument.
- The importance of parents/carers understanding and valuing what children do during the school day and sharing in the experience in a variety of ways including involvement in learning at home.
- The importance of valuing homework as meaningful, beneficial to present and future learning and enjoyable.

Why homework?

These quotes are taken from consultation meetings with all Ashurst pupils from Reception to Year 6 in 2003, and are what our pupils report today!

- It reminds you of the things you have learned.
- It stays with me. It makes me feel good.
- It gives you momentum for what you have to do in school.
- It helps you in later life.
- It makes you organise your time.
- Your parents can help you by explaining what it is you have to do.
- It gives you more responsibility to complete your homework on time.
- Your parents can check your answers.
- It is something I want to do by myself.
- It helps you to get ready for school.
- It is sometimes difficult but it does not put me off doing it.
- If it is difficult, it makes you work harder.
- Even if it is hard, I don't mind because I like doing it and I like learning.
- It makes me feel better.
- I'm relieved when I get full marks for my maths.
- It is easy when you are organised.

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Aims

At Ashurst Primary School in undertaking homework we aim:

- To provide pupils with opportunity to practise at home and at their own pace, skills they have learned at school.
- To enable pupils to share what they are doing at school, with their parents/carers at home.
- To enable parents/carers to support, encourage and consolidate their children's learning.
- To provide pupils with opportunities to develop their organisational and time-management skills.
- To increase pupils knowledge and understanding by learning **how** to apply their skills in a range of different contexts and situations.
- To further develop pupils love of learning and awareness that learning takes place both inside and outside school and carries on throughout life.
- To achieve a balance between opportunities for work and play.

In setting homework

- Pupils are aware of the relevance of the task/activity set
- Clear instructions are given and recorded for the activity, including:
 - a) what is required
 - b) the date for submission
 - c) the amount and nature of support
 - d) and, if appropriate, the approximate length of time the activity requires to be completed neatly and successfully.
- Parents/carers and pupils are encouraged to ask for further explanation and support from school throughout the activity.
- Resources and equipment to support the activity are borrowed, if appropriate.
- Homework is set according to pupils' ability, if appropriate.
- When completed satisfactorily parents/carers sign their children's homework, and add comments if appropriate.

1 Personal and Social Skills

Parents/carers are able to support their children by:

- Developing a positive attitude to school and learning, making it fun, enjoyable and worthwhile.
- Building confidence, success and self-esteem.
- Encouraging respect and value for themselves and others, their feelings, opinions and work.
- Encouraging teamwork: discussion, co-operation and support.

2 Speaking and Listening Skills

Parents/carers are able to support their children by:

- Encouraging them to listen carefully.
- Encouraging them to respond appropriately and with confidence.
- Asking questions about what they have done, seen, heard and felt.
- Developing clear, audible speech.
- Extending their vocabulary, encouraging them to use words correctly and to experiment with more adventurous and interesting vocabulary.
- Giving them instructions and directions to follow, of increasing number and complexity.
- Developing their memory, sequencing skills, language and knowledge of the days of the week, months of the year, terms, seasons and years by asking what they did today, yesterday, last week, last year, in Year 5 etc.

3 Literacy

Parents/carers are able to support their children by:

- Looking at pictures and asking questions eg What colour are the boy's trousers? What is the number on the house door? How many girls are in the park? What do you think is going to happen to the cat?
- Practising letter sounds and building words orally, as an introduction to reading.
- Once able to read words, practise increasing fluency, expression and meaning.

- When reading fiction begin asking questions about the text eg Who are the main characters in the story? What are they doing now and what do you think they are going to do next?
- When reading non-fiction explain: title and contents page, glossary, index and "alphabetical order", and ask them to find words such as volcanoes, dinosaurs, clarinet and to say which comes first, second, third in the book and why.
- Drawing their attention to punctuation such as: sentences, full stops, question marks, exclamation marks.
- Drawing their attention to speech marks, different speakers on different lines.

4 Writing

Parents/carers are able to support their children by:

- Practising holding a pencil correctly and forming letters correctly.
- Knowing the starting and finishing points for letters and how to join them together.
- Developing a neat and fluent style of handwriting.
- Practising spelling simple words.
- Looking for word families eg would, could, should.
- Practising spelling often-used (high frequency) words like: they, because.
- Learning lists of more difficult and complex words.
- Applying skills acquired through more extensive reading, to develop writing ability ie punctuation, vocabulary and style.
- Acquiring structured writing e.g recognisable beginning, middle and ending to a story.
- Using the correct tense and accurate punctuation.
- Extending vocabulary and providing interesting and accurate words to describe feelings, events etc.
- Recognising that writing comes in different forms and serves different purposes eg poetry, prose, letter writing, report writing etc.
- Producing a first draft which is then checked, amended, refined and if appropriate word-processed on a computer, until a final "best" version is produced.

5. Numeracy and Problem Solving

Parents/carers are encouraged to help their children by:

- Encouraging them to recognise, name and "know" numbers orally, starting from 1 to 10.
- Enabling them to sequence numbers orally, starting from 1 to 10.
- Enabling them to write numbers and appreciate the value of numbers ie 2 cats, 3 dogs, 7 horses etc.
- Practising the pairs of numbers which total 10 (number bonds) ie 1+9, 2+8, 3+7, 4+6 etc.
- Looking for patterns in number sequences.
- Encouraging them to estimate answers realistically.
- Encouraging them to have a sense of "rightness/fairness" about an answer.
- Asking how much something costs and then working out the correct amount of change from 5p, 10p, 20p, 50p etc, asking how much four would cost and how many one could buy for 20p?
- Practising tables, starting from 10x, 5x, 2x to 8x, 9x, accurately and at speed.
- Encouraging the showing of "working out" of answers.
- Asking them the directions from home to school, from home to Grandma's, how far is it, how long it takes to get there and, if there are alternative routes which is the shortest, longest etc.
- Playing with packages from foods, toys and presents, recognising and naming shapes and solids such as: square, rectangle, circle, cube and cylinder.
- Cooking and weighing ingredients accurately, using scales.
- Giving them responsibility for spending their own money and opportunities to decide whether they can afford items, and if not how long they must wait to purchase that item.
- Helping them to learn to tell the time, using an analogue watch.
- Studying train/bus/aeroplane timetables and working out possible connection times.

6 Study Skills

- Responding to questions by asking what they think **might** be the answer.

- Discussing where they will go to find answers eg dictionary, telephone directory, the internet (with appropriate supervision), encyclopaedia,
- Collecting information on a subject/topic and recording it logically, accurately, attractively and in their own words as far as possible.
- Gaining their opinions on a range of issues, including whether something is right or wrong.
- Providing supportive evidence and data, including quotes and interviews taped and recorded.
- Carrying out surveys.
- Presenting information from questionnaires in the form of graphs and pie charts.
- Developing an awareness and interest in the environment and the world in which they live.

7 Environment for Homework

- Providing an environment conducive to study ie peaceful and warm.

Setting homework ...

when, what and how long?

Reception and Year 1 Pupils

For most pupils up to the end of Year 1, at home there is the opportunity for parents/carers to practise:

- Regular daily/weekly reading practice and commentary on progress by parents in the Home-Reading Diary.
- Regular daily/weekly oral practice of sounds using Jolly Phonics and words and spellings using Jolly Grammar.
- Regular daily/weekly oral practice of recognising numbers from 1 - 10 for Reception, to 50 and 100 by the end of Year 1 using fingers, cubes, number lines etc.
- Regular practice in expressing ideas orally eg discussion on Sunday evenings of family events of the weekend, in preparation for Monday mornings 'Show and Tell'.
- Regular weekly practice in Reception in holding a pencil and forming lower case letters and simple words neatly and correctly, especially own name, and by the end of Year 1 in forming upper case letters and **joining** letters together correctly to make words and for some very simple sentences.
- Work for individual pupils, supported by parents, is also set at the discretion of the class teacher.

Year 2 Pupils

In Year 2, from the start of the academic year, pupils have the opportunity to undertake appropriate tasks and activities at home:

- Regular daily/weekly reading practice and commentary on progress by parents/carers in the Home-Reading Diary.
- Regular daily/weekly oral practice of sounds using Jolly Phonics and words and spellings using Jolly Grammar.
- Regular weekly **oral practice** in extending knowledge and understanding of the number system, counting up to 1000 by the end of Year 2.
- Regular monthly oral practice in "counting on and back":
10, 20, 3011, 21, 31..... 99, 89, 79
5, 10, 15 100, 99
2, 4, 6, 8..... 11, 9, 7, 5, 3
- Occasionally, taking work home which has been started in school for discussion and completion at home.
- Data collection, bringing items/artefacts in for a topic i.e. collecting leaves from the garden.

Y3&Y4 Pupils

As pupils mature, develop and progress they become more independent and responsible for their learning. They use their knowledge, understanding and skills to investigate and study areas of interest in-depth.

These skills are the foundation upon which Secondary Schools capitalise.

Homework is based on the following:

- Regular weekly homework is set on **FRIDAY** for submission the following **THURSDAY**. Instructions for the tasks/activities are recorded in individual Homework Books.
- Tasks/activities set on a weekly basis include:
 - Learning spellings/vocabulary
 - Learning tables/maths facts
 - Maths/Language sheets
 - Using and applying mathematical skills to solve problems
 - Finding out something, usually related to topic or science work.
 - Learning words or songs for a play or performance.
- There is **one extended project** per year usually in the **SPRING TERM**. It is based on **topical** school work in progress and lasts approximately **HALF A TERM**. It involves research and the presentation of information. Clear instructions on content aims are given and the teacher will support the ongoing process as appropriate.
- In the **FIRST HALF OF SUMMER TERM**, there is a return to **MATHS** and **SPELLING** homework.
- There is **NO 'SET' HOMEWORK** by classteachers in the **SECOND HALF OF SUMMER TERM**
- Individual, on-going homework, supported by parents/carers, is set at the discretion of the class teacher.

Y5&Y6 Pupils

As pupils mature, develop and progress they become more independent and responsible for their learning. They use their knowledge, understanding and skills to investigate and study areas of interest in-depth.

These skills are the foundation upon which Secondary Schools capitalise.

Homework is based on the following:

- Regular weekly homework is set on **FRIDAY** for submission the following **TUESDAY**. Instructions for the tasks/activities are recorded in individual Homework Books.
- Tasks/activities set on a weekly basis include:
 - Learning spellings/vocabulary
 - Learning tables/maths facts
 - Maths/Language sheets
 - Using and applying mathematical skills to solve problems
 - Finding out something, usually related to topic or science work
 - Learning words or songs for a play or performance
- There is **one extended project** per year for Y5 usually in the **SPRING TERM**. It is based on **topical** school work in progress and lasts approximately **HALF A TERM**. It involves research and the presentation of information. Clear instructions on content aims are given and the teacher will support the ongoing process as appropriate.
- Y6 receives Homework from Mrs Williams in the Spring and early Summer terms
- In the **FIRST HALF OF SUMMER TERM**, there is a return to **MATHS** and **SPELLING** homework for Y5.
- There is **NO 'SET' HOMEWORK** by classteachers in the **SECOND HALF OF SUMMER TERM**
- Individual, on-going homework, supported by parents/carers, is set at the discretion of the classteacher.

WEEKLY HOMEWORK 'SURGERIES'

The classteacher is available on a formal basis one agreed afternoon per week for pupils and parents to discuss on-going homework and to provide guidance and support with the same.

In conclusion

We hope you will find this document useful and retain it for future reference.

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A copy of the school's current HOMEWORK POLICY can be found on the school's website.

**Ashurst CE Aided Primary School
Homework Policy**

I confirm that I have received a copy of the "Homework Policy"

Pupil/s Name:

Signed:

Date: