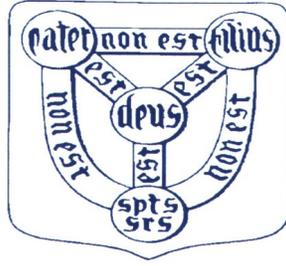


Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

HOMEWORK POLICY

In order that our pupils can attain the highest standards (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership.

The Purpose of Homework:

Regular, well planned homework can . . .

- Assist in developing an effective partnership between the school and parents in pursuing the aims of the school. This is also the purpose of the home-school agreement.
- Help parents gain an insight into their child's schoolwork.
- Encourages access to resources not found in school (home computers, public libraries, local museums)
- Encourage skills and attitudes which help children improve their educational performance.
- Further develop good work habits, organisation, self-discipline and lifelong learning skills.
- Provide opportunities for individualised work.
- Consolidate and reinforce skills and understanding, particularly in literacy and numeracy.

What is homework?

Homework should not be a chore although there may be occasions when some tasks are more challenging or difficult than usual. Homework in the primary years must never be to the detriment of the full breadth of activities associated with childhood. There will be occasions when homework is quite formal, for example homework sheets, research, specific learning tasks, to be completed at home, but school will be delighted to learn about a child's experiences and successes outside school and will endeavour to acknowledge such efforts in school.

We see homework as encompassing a wide range of possibilities which are part of everyday life. Some activities can easily be linked to the school curriculum whilst others are a means of extending a child's experiences. The following list gives just a few examples:

- Undertaking individual research for a project at the local library
- Choosing books at the library
- Reading with a parent / carer
- Talking to an adult about your day, the news, a visit, television programme, a book
- Learning number facts or spellings
- Playing board games
- Memorising a poem or song
- Finishing off work from class

- Going swimming
- Learning to ride a bike safely
- Being an active member of a sports club or youth organisation
- A family visit to a museum or gallery
- Listening to music or playing an instrument

What skills can be developed through Homework?

- Life writing skills: copy writing, letter formation, story writing, factual writing . . .
- Memory skills: learning multiplication tables, spellings, poems, lines for a school play . . .
- Investigative skills: finding out from libraries, people, places, listening . . .
- Problem solving skills: maths investigations
- Time management skills: self discipline, perseverance . . .
- Social skills: joining a club
- Self-help / organisation skills: managing pocket money, organising bags, books and belongings

What can the school offer?

At the start of each term every parent receives details of the areas to be studied by their children in relation to the National Curriculum through a termly Curriculum Newsletter. This is a major source of information to help parents link home activities to school work.

When teachers set homework we will try to ensure that:

- It is always clearly related to current areas of study within the classroom
- The task is made clear to the child and matched to their abilities (especially for those children with special educational needs)
- Parental comments about successes or problems are acknowledged where appropriate; this might be individually, as a group, or a class, (children having problems would not be identified) within the school context
- There are suitable time scales for completion and submission of work
- Work is acknowledged appropriately. Formal homework is regularly evaluated in school
- Regular completion of homework to a high standard is recognised and celebrated

How parents can help children cope with homework

The role of the parent is crucial to the success of homework: it is vital that they are actively involved in activities, value its importance and show a positive attitude whilst recognising a child's responsibility to complete some work independently. Families might usefully discuss:

- Suitable outings to broaden experience
- The amount of help required for a piece of work
- The sorts of equipment required
- How to tackle a piece of work
- When and where homework might best be completed

Homework

As well as sharing quality time, reading is the cornerstone of parental support for children at home, which we expect to happen daily. This might also involve parents sharing books or reading to their children. Mathematics and English homework is given on a regular basis, (i.e. phonics sheets, reading, spelling of word lists, number activities), and where appropriate topic related investigations. Homework is not limited solely to English and Maths based activities as we promote a rich and varied curriculum. Across the school children receive a wide range of topic-related learning covering the Arts, Sciences, RE and Humanities. Our homework also reflects current personal, social and emotional learning and health-related activities.

Here are some ideas for literacy and numeracy activities, linked to the National Curriculum, which parents may choose to do at home to support their child's learning in school:

| Foundation Stage One | |
|--|---|
| <i>Communication, Language & Literacy</i> | <i>Mathematical Development</i> |
| Reading: being read to, finding key words | Looking for numbers in the environment e.g. when shopping, cooking, driving |
| Reading and discussing traditional tales and rhymes . . . what will happen next? | Counting forwards and backwards in twos to 10 and beyond |
| Finding books about school topics (see termly newsletters) | Using numbers to count everyday objects |
| Listening to and finding rhyming words | Recognising 2D & 3D shape in the environment |
| Learning the sounds from the phonics programme and letter names | Measurements in weight, time, length and money |
| Learning correct letter formation | Learning correct number formation |
| | Real life problem-solving tasks |

| Year One | |
|---|---|
| <i>English</i> | <i>Mathematics</i> |
| Read and spell the word lists for Year 1 in the English Appendix 1 of the National Curriculum | Counting forwards and back to 20, starting at different numbers |
| Use and apply the Year 1 vocabulary, grammar and punctuation requirements to everyday writing (The National Curriculum for English: Appendix 2) | Saying the number that is one more or less than; numbers to 20 |
| | Finding totals to 10 |
| Reading books related to school topics (see termly curriculum newsletter) | Recognising odd and even numbers |
| | Counting in 2s, 5s and 10s |
| Reading and discussing different versions of the same traditional tales | Recognising coins |
| | Learning time – o'clock, half past on analogue & digital. |
| Forming letters and joins correctly (including numbers) | Finding out when a TV programme is on |
| | Capacity: how much do different containers hold |
| | Comparing weights and lengths |
| | Shape of everyday objects, e.g. road signs. |

| Year Two | |
|---|---|
| <i>English</i> | <i>Mathematics</i> |
| Read and spell the word lists for Year 2 in the English Appendix 1 of the National Curriculum | Counting forwards and back in 1s and 10s between 0 – 100 starting from many number |
| Use and apply the Year 2 vocabulary, grammar and punctuation requirements to everyday writing (The National Curriculum for English: Appendix 2) | Finding totals to 20 |
| | Recognise coins and find simple totals. Looking at catalogues to see if items can be afforded |
| Looking at dictionaries and a thesaurus | Time: o'clock, half past, quarter past and quarter to |
| | Multiplication and division facts: 2s, 10s and 5s |
| Reading and discussing poems and stories written by the same author, e.g. Shirley Hughes, John Burningham, Anthony Browne | Read and write numbers in figures and words to 1000 and know what each digit represents |
| Sharing chapter books | Recognise and find simple totals |
| Exploring a range of non-fiction texts | Begin to develop pencil and paper methods, and checking techniques |
| Looking at instructions, such as recipes | Choose and use appropriate number operations to solve problems |
| | Reading scales; bathroom, kitchen, rulers |
| Practising handwriting and joining letters correctly | Estimating and measuring length and weight |
| | Properties of 2D & 3D shapes |

| Year Three and Four | |
|---|--|
| <i>English</i> | <i>Mathematics</i> |
| Read and spell the word lists for Year 3 & 4 in the English Appendix 1 of the National Curriculum | Know what each digit represents in numbers up to 1000 |
| Use and apply the Year 3 & 4 vocabulary, grammar and punctuation requirements to everyday writing (The National Curriculum for English: Appendix 2) | Count forwards and back in 10s, 100s and 1000s; add / subtract 1, 10, 100 |
| | Multiply and divide numbers by 10, 100, 1000 |
| Read and discuss a wide range of fiction and non-fiction texts | Recognise and extend number sequences. Recognise and order negative numbers |
| Collect, read and discuss junk mail, political leaflets, adverts; look for persuasive words and ambiguity | Recognise, order and use fractions, equivalence and decimal notation |
| Read and discuss newspaper bias | Multiplication and division facts to X12 |
| Look for hidden meanings and inference in texts | Capacity, length, time and money problem solving |

| Year Five and Six | |
|---|---|
| <i>English</i> | <i>Mathematics</i> |
| Read and spell the word lists for Year 5 & 6 in the English Appendix 1 of the National Curriculum | Recalling multiplication facts to x12 and related division facts |
| Use and apply the Year 5 & 6 vocabulary, grammar and punctuation requirements to everyday writing (The National Curriculum for English: Appendix 2) | Relate fractions, decimals and percentages |
| Reading and discussing a wide range of fiction and non-fiction texts | Problem solving involving money |
| Discussing persuasive argument and bias in books, pamphlets, newspapers | Real life problem solving using capacity / length and time |
| Completing reading diaries and book reviews | Explore shape including rotation, translation and reflective symmetry |
| Creating character profiles and narrative settings | Understand ratio as 'for every' and proportion 'as part of a whole' |
| Comprehension tasks | |

The list is not exhaustive as any interactive, fun activity undertaken at home will constitute a valuable learning experience. Teachers are the most valuable aid to linking home/school activities.

Date written: October 2022

Review Date: October 2025

Policy Agreed by the Governing Body on

Signed Chair of Governing Body

Signed Headteacher