



SCHOOL HOMEWORK POLICY

School Homework Policy

Homework is a crucial part of learning and reinforcing learning. Our aim is to help the children get into a homework habit, to enjoy it and to achieve - whilst not putting undue pressure and stress on already busy parents.

EYFS

- a) Homework consists of reading practice recorded in their Reading Diary. We ask the children to take home their reading book each night and for parents to spend 10/15 minutes reading with them. This session should be quality time (without the T.V. on or any other distractions present) and should be an enjoyable and positive experience. Comments on the child's progress can be made in the diary and this will be noted by the teacher. Stories read to the children by parents create a love of literature which sets the foundation for the future. If parents read at home and enjoy reading - then so will the children. Home reading and the reading habit, is of major importance and for this reason we spend a lot of time in meetings with new parents explaining the process and helping to set up good practice. Parents have an equally important part to play in this process, acting as key role models.

In addition to their home readers, the EYFS children have 'Tricky Words' to learn at home, which they learn to sight read. Materials to support phonics work done in class is also sent home throughout the year.

- b) We also hope that there will be a lot of classroom 'spill over' into the home. For example, "We've been talking about pets today" "Oh yes - did you tell the teacher about your pet?" - and so on. This sort of home support is required throughout school life from 5 to 16 and beyond. Parents are encouraged to send photos and news into school, via Tapestry, to build a record of their child's experiences, development and learning journey throughout their early years.

Year 1 and Year 2

- a) Reading each night remains a major part of home input, with parents and teachers working closely together on a day-to-day basis. Again, the reading diary is crucial for passing information backwards and forwards. This dialogue is shared in order to celebrate achievements and provide advice and support for parents as their children develop their new found skills. The child's own choice of books becomes more important at this stage and children are encouraged to use the library, share comics and magazines etc to broaden their reading experience.

A regular 'reading habit' supported by parents and family should now be starting to be well established.

- b) In addition to reading, more formal homework tasks are introduced and will be published on the 'Google Classroom' for each class. Each child is given homework books, activities, or a variety of maths, literacy and/or topic-based activities to complete each week. (More extended projects are occasionally set to support and reinforce class work).

Homework is set in a regular pattern, so that children and their parents know what to expect. We keep records in school and will let parents know if their child is missing homework on a regular basis. We ask that parents discuss tasks with their children, providing vital encouragement and picking up any areas of uncertainty to feed back into school.

- c) Both year 1 and year 2 children have spellings sent home on a regular basis. These words may be taken from the 'Tricky Word' lists that children need to learn as sight vocabulary or else linked to the phonics learning being undertaken by individual children. These spellings may be sent in a practice book, as flash cards, or word walls etc
- d) Classroom 'spill over' remains an important element of home support in the learning process.

Year 3 and Year 4

Our aim in key stage 2 is to get the children into the habit of a regular pattern of homework which will prepare them for High School and future years in the education process.

- a) Stories at home, daily reading practise and building of the reading habit remain of major importance (see previous notes). At this stage children often begin to show a preference for a particular author or type of book. Parents need to be conscious of varying the reading diet of their children. Children are now encouraged to record their own Reading Diary comments (supported by parents and their class teacher). It is also important that children have their Reading Diary in school each day as comments are also recorded as part of guided reading sessions.
- b) Maths and English work are set on a regular basis. Parents are informed of the homework pattern and asked to ensure that work is completed on time. Parents will be informed if their child is missing homework on a **REGULAR** basis or if the quality of work produced is not meeting expectations. Homework instructions will be communicated to parents via 'Google Classroom'.
- c) Spelling lists and times tables are learnt at home to save valuable one to one time in school. The best way of approaching this work is by games - making the process as much fun as possible. If you are experiencing difficulties, please contact the class teacher- never put undue pressure on the child. Children learn best through hands-on activity and small steps at a time.
- d) The usual classroom 'spill over' continues to be an important element of home support and use of the internet for relevant research is to be encouraged.

Year 5 and Year 6

- a) Home reading - use of the local library, comics, magazines etc. to broaden the child's reading experience is to be encouraged. An established home reading habit having favourite authors and a collection of favourite books at an appropriate level is also to be encouraged. Children are encouraged to record independent Reading Diary comments. It is also important that children have their Reading Diary in school each day as comments are also recorded as part of class and guided reading sessions.
- b) Weekly Maths and English homework reinforce concepts learnt in class. Please use homework books for any communication between home and school and make sure your child has his/her homework in on time. Parents will be informed about homework content via the 'Google Classroom' and also informed if the child is regularly missing work or if it is not being done to the required standard. It is assumed that parents will want to check over their child's homework once completed.

It is anticipated that most children will be conversant with times-tables by this stage, if not, further practice is expected.

- c) Spellings -Children will have weekly lists to learn, resulting from patterns worked on in class.
- d) Optional homework. This will take the form of 'follow up' work or 'finish off' work. Children often ask if they can do work at home and we usually encourage them to do so - as long as it doesn't detract from the host of other important home-based activities and clubs. Please take an interest in what your child is doing in school and give them all the encouragement you can- parental engagement in every aspect of a child's education is proven to benefit children's learning immensely.

We hope that this policy explains our homework system at St.Bert's and that our parents will feel very much part of their child's learning. We don't intend to put stress on the child by giving homework, but rather to encourage them to share their work with those who care for them, as well as to reinforce knowledge and concepts learnt in school and so enhance the learning experience.

From time to time, homework clubs are set up in school, as necessary, to support children and parents. Some children may access an individualised homework programme which personalises the tasks given to be more appropriate to their stage of development.