

BRAYWOOD CE FIRST SCHOOL



HOMEWORK POLICY

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

Education is a shared responsibility between home and school. Homework is a way of involving families in their child's education. At Braywood, homework tasks are set to enhance the children's learning.

"We aspire for all our children to become confident, secure, caring individuals who achieve personal excellence and develop a love of learning"

This policy is in line with and quotations are taken from "Homework: Guidelines for Primary and Secondary Schools"

Homework is *"any other work or activity which pupils are asked to do outside lesson time, either on their own or with parents or carers"*. Such activities shall always include reading and may include written work or may be a small piece of research, discussion with parent or carer, learning some spellings/tables or developing mental strategies.

"Research over a number of years has shown that homework can make an important contribution to pupil's progress at school. There is evidence that pupils in the highest achieving schools spend more time learning activities at home, than pupils in other schools".

Homework set by the school has a range of purposes. These include:

- Developing the home-school partnership in pursuing the aims of the school and assisting parents in taking a positive interest in their children's school work.
- Taking advantage of the resource of home as a source of learning.
- To practise and consolidate skills learnt at school, especially in literacy, numeracy and ICT.
- Encouraging self-motivated learning and independence especially for older children as they prepare for secondary school.
- To prepare and plan for work to be done at school.

We support the Government's recommendations that children in Years 1 to 4 spend between 1 hour and 1 ½ per week on homework.

Homework may also be set when it is felt that a child needs to make up work through absence, or needs extra practice in a specific area or if work has not been completed satisfactorily in class.

At Braywood we recognise the value of the many activities that our children are involved in after school and at weekends, through family activities or their

membership of clubs and organisations. We would not want any homework to cut across these activities that play such an important part in the children's development. We ensure sufficient time is given to complete tasks to avoid conflicts.

Foundation – Homework Tasks

As part of the normal admission to school arrangements, parents are given information about home/school links and how best parents can support their child's school work at home. There will be daily reading homework set and an optional additional task where appropriate.

Years 1 to 4 – Homework Tasks

Reading practice; daily if possible – five to thirty minutes as appropriate.

Spellings and number bonds/tables practice – 3 – 4 five-minute sessions per week.

A formal homework task, one a week will be set for Years 1 – 4 either English or topic based.

Informal homework will be set from time to time. Children may be asked to think about ideas for a story, look for pictures to support a topic, find out information from an encyclopaedia or atlas etc.

Teachers provide a variety of open-ended tasks where children explore and investigate and there might not be a right or wrong answer and all homework will vary.

Teachers provide differentiated activities where different groups are asked to do different tasks appropriate to ability. The children are given clear instructions about what homework is required and every child has a Learning Log for this purpose.

Set pieces of homework will be marked and stored in either a homework folder or wallets for safe keeping. Homework timetables will be included as part of the curriculum news given to parents at the beginning of each term

Unfinished work may also be sent home to complete.

Special Needs Children and Targeted Children

These children, in discussion with their parents, may be asked to do additional homework to support their work in school. The activities will usually be differentiated tasks designed to give the children extra practice in reading, writing or number work.

How Parents Can Help

Support from parents and carers in valuing homework, encouraging its completion and praising the child when it is completed will increase the effectiveness of the work set. School will undertake to be reasonable and fair in all homework demands and value the contributions in class as a result of homework completed. It is hoped that parents will read with their children as often as possible and perhaps visit a library. We cannot over-emphasise the value of regular and varied reading at home and hope it is seen as a pleasure rather than work. We encourage parents to write in homework diaries and to develop channels of communication.

Reading

Children need the experience of looking at a wide range of books and other publications, talking about books, looking at the pictures, talking about what has happened, predicting what might happen, empathising with the characters – are all very valuable activities which greatly assist the teacher in the task of teaching reading.

More information is available on the website

The reading scheme is only one part of the child's reading experience. Shared, Guided and Individual reading are all integral parts of the child's daily literacy activities.

Guided and Independent Reading

Guided reading is where a group of children read the same book with a teacher. The children read in turn and the teacher leads a discussion of the text. Guided reading texts are normally at a higher level than the books that the children are reading independently.

Spelling, Phonics and Grammar

It should be noted that spelling is an integral part of the literacy lessons. There are lists of 'key words' which children of different ages are expected to know. Read/Write Inc support material offer a structured framework through which children can learn their green and red words. Teachers will be assessing the children to ensure that they are making good progress in learning these words.

Spelling Homework – is set in addition to the spelling work done on a day-to-day basis in the literacy lesson. They are usually linked to the sounds the children have been covering in their phonics lessons. Throughout the school we use the Read/Write Inc Reading Scheme which supports reading, spelling, grammar, group reading and writing

Read, Cover, Write, Check

The children are encouraged to learn their spellings through the 'Read, Cover, Write, Check' method. The children read the word, see how it is spelt and think about any tricky bits. The cover the word up, write it down and then check to see if they have spelt the word correctly. The child repeats this process over a period of time until the spelling is fixed in his or her memory.

Children should be encouraged to have several short sessions of learning spellings rather than one long one.

Homework on Number Bonds and Tables – Instant Recall

Number bonds are all the sums – addition, subtraction, multiplication and division which one can make within a range of number e.g. 1 to 20. When children are set homework on number bonds and tables the aim is that the child should have 'instant recall' i.e. they know the answer almost instantly, with minimal thinking time.

Other activities could include, number games, tables, learning days/months, money etc.

Maths homework will usually be associated with the work your child has just covered during school time. If you cover the homework thoroughly then you will be consolidating your child's learning in numeracy.

Electronic Homework

Every three weeks children will engage in an electronic form of homework either through 'Bug Club' or 'My Maths'. Children are encouraged to research information through the Internet or libraries to support their learning. Children are given a login and password at the beginning of their school year for the electronic reading scheme and the Maths Club passwords are given out half way through Year 2.

There is an electronic learning platform 'My Space' where children will be expected to use this vehicle to understand more about what is going on in their school. As children get older they will be encouraged to communicate with their teacher and post their homework assignment on this site.

Laptops are supplied at school to support independent learning and there is Internet access available after school.

Other Homework

All classes are asked to complement aspects of their topic and science work by finding out information and bringing in books, artefacts etc. Handwriting/worksheets may be sent home at any stage to enhance reading skills and writing practice.

The more you work with your child on broadening their general knowledge and understanding of the world.

More information can be found on our website