



TSG HOMEWORK POLICY (REVIEW DATE February 2016)

As a school we fully appreciate the importance of the links between home and school and working effectively together to support children's learning. We also know our parents and carers are very supportive of the school and give excellent homework support.

Our aim is to nurture children as they become lifelong learners encouraging them to be passionate about their learning opportunities. We know the benefit of a firm partnership between parents/carers and teachers, with all of us focused on the quality of education provided for our children. We do think that homework can only benefit the child with parental support and encouragement. This does not mean that parents are expected to 'do' the homework (or even to understand some of it!) as much of it will be dependent on learning their children have done in class.

We hope to enable

- Children to begin to make links between school 'work' and 'work' done at home.
- Children to develop a 'love of learning' in all aspects of their lives.
- Children to have a good healthy balance between leisure time, homework time, fun, sleep and family mealtimes.
- Children will be both challenged and supported, learning how to meet and jump learning hurdles ,experience success , know something of a sense of frustration and even failure(for this is how they develop in their thinking, resilience and learning attitudes) and also find solutions and answers to questions.
- Children will learn to 'risks' in their learning and be willing to accept consequences appropriate to their age and development when challenged in a stimulation and sensitive way.

What we do ask is that

- you place value on the benefit and importance of homework for your child
- make sure that time and space is made available to your child
- enable them to complete the tasks.

When staff, parents and children treat it seriously, homework has the potential to improve children's study skills and attitudes to learning. It can reinforce work covered in class and can be used to practise or consolidate basic skills and knowledge (such as reading, spelling and multiplication tables). It may also raise the standards children achieve, extend their learning and allow more effective use of lesson times .For older pupils, it should encourage them to develop a sense of perseverance and initiative, and make them more responsible for their own learning which will really help them in their future educational journey.

Reading

Our core reading books are from the Oxford Reading Tree. Books range from level 1 to level 15 but our aim is to create readers who choose books to read for their own personal reasons. Once a child can confidently read at level 8 of the reading scheme they should be encouraged to 'fly' and read other texts, short chapter books and then "free readers". It is our policy to send home a levelled reading book and a book that the child has chosen from the class library. Both are to be read and enjoyed. In the early stages the reading book is for parents to read with their child as it makes the child's version more interesting and enjoyable.

We would stress that reading at this age should be above all an **ENJOYABLE** activity and we would **ask that children are encouraged and not pressurised to practise their reading at home**. Please don't make children 'sound out' too many words.

- The emphasis should be on do the children understand what they are reading?
- Have you talked to them about what they've read and about the pictures?
- As they become more confident readers they continue to take home reading books.

In many cases they will enjoy reading these books to themselves but should be encouraged to discuss the story, express preferences and review the story. We ask parents **to read with children every night** .Please communicate with school via the **reading diary**.

Phonics We encourage parents /carers to support their children by

- providing an item fro letter of the week in Nursery,
- attending our Reception class meeting about teaching phonics
- reading and practising phonics with the children after that meeting in line with school policy.
- We ask parents to become familiar with the principles of the teaching of synthetic phonics using the Letters and sounds approach (which we combine with Jolly Phonics to support all our children) by attending our Phonics evenings or logging on to the phonics websites we suggest for your child.
- we also ask parents to practise the 'high frequency key words' and 'tricky words' that are sent home that cannot be spelt phonetically

Homework through the school

Year group expectations

	Daily	Weekly Literacy	Weekly Numeracy	Half term	Time recommended
Nursery		Letter of the week Library book	Counting and sorting		Letters and counting 5 mins/day Sharing a book 10 mins max
Year R	Reading Book	High frequency words/Tricky words Also Library book	Numerals	Take Home Task	Letters and counting 5 mins/day Reading book 5 mins /day. Sharing book with your child at least 10 mins /day.
Year 1	Reading Book	Spellings (marked) Spring term Also Library Book	Number Skills in Spring term Tables summer term 2,5,10	Take Home Task	Spellings/number /tables 5 mins/day or max 20 mins /week Daily reading 15mins Half term task
Year 2	Reading Book	Spellings and spelling sentences. (marked) Library/Home reader Book	Number Bonds Times tables tested 2,5,10, and 3,4	Task Home Task	Weekly maths spellings/writing 10 mins /night or Max 40 mins total /week Daily reading 15 mins/day minimum Half term task
Year 3	Reading Book	Spellings/spelling sentences (marked) Writing task Also Library Book/Home reader	Number Bonds as needed Times tables-tested 2,3,4,5,6,8,10	Take home task and a written task. <i>This may be a comprehension passage, a piece of writing, a poster, grammar, or a piece of research.</i>	Daily Reading 20 mins /day Weekly literacy and numeracy max 10 mins/night or 45 mins/week for each subject Half term task
Year 4	Reading Book	Spellings/ spelling sentences (marked) Writing task Also Library Book	Times tables-tested 2,3,4,5,6,7,8,9,10,11,12	Take home task and a written task. <i>This may be a comprehension passage, a piece of writing, a poster, grammar, or a piece of research.</i>	Daily reading 20 mins /day Weekly literacy and numeracy 15 mins/night or Max 1/1.5 hours/week for each subject Half term task

Children are expected to learn times tables from **Year 1 onwards**. We would expect most children to know **all their tables** by the end of year 4. Each year the teacher will send home a sheet giving details of how calculations are being taught and we will hold a maths and literacy evening for Years 1-4 during the year.

"Homework" varies throughout the school, according to the age of the child and so is different in nature for the youngest children (see table above) .Homework should be completed to a high quality and be of high presentational standards as this reflects the attitude to learning.

Marking of Homework

Tables tests and number bonds tests are marked weekly in class (see Effective feedback and Marking policy).

Spellings ,sentences and written work .The week's spellings and common high frequency words used in the sentences are expected to be correct and so will be pointed out and corrected but other more ambitious vocabulary will be celebrated even if it is misspelled.

Writing in KS 2 A half termly written task in Years 3 and 4 may be a comprehension passage, a piece of writing or grammar, or a piece of research. It will be marked within 1 week of submission.

Maths homework is set once a week for years 2, 3, 4. (May be given as one block) with Spellings being set once a week. Number homework for Year 1 begins in the Spring term with times tables in the summer term.

Take Home Tasks are given out in the half termly curriculum information sheet .They include a range of options to complete an independent pieces of work at help with the help of an adult if wished. **Independent work** by a child will always be celebrated. Many of these tasks are displayed in the school hall on Parents Consultation events.

Homework because school work has not be done. On rare occasions 'Homework' may be necessary to consolidate class work if a child has not managed expected amounts of work in the time available.

Challenges and opportunities may be offered for children to do at home such as responding to a Collective Worship challenge or preparing an idea of their own for a following lesson.

Homework sheets/books should be kept in a file /folder or homework book in class and should be kept in good order.

Generally, homework must be returned to school on time. If homework is forgotten children need to inform the teacher. As a 'one off' nothing will happen, however if subsequent homework is 'forgotten' teachers will contact parents to enquire about the reason for this and maybe offer support. Older children may be asked to complete the homework at school.

Children and parents/carers should not need to worry about homework.

If parents or children are getting anxious about the homework given they should speak to the teacher or ring school to discuss their concern immediately. If children or parents do not understand the work guidance can be offered.

With regular practice and good organisation work can be managed alongside evening activities and family meal/bed times and can be enjoyable and fun as children sense success and interest in what they are doing.