



Homework Policy

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Min 14.11/11.18**

To be reviewed November 2021



Derbyshire Healthy Schools
Community Award

Headteacher: Mrs Zoë Andrews

TIBSHELF INFANT AND NURSERY SCHOOL

HOMEWORK POLICY

What is Homework?

Homework is an extension of work undertaken during the school day or week. This extension work should be valuable and meaningful to both pupils and parents/carers. It encourages children to talk about and work with their parents/carers on their interests, topic work, reading (phonics and common exception words) and mathematics. Homework allows us to involve parents/carers more fully with their child's learning and ensures that they understand the expectations placed upon their child and the best way in which to support them.

AIMS

1. To consolidate and extend work undertaken at school.
2. To encourage parents/carers to take an active part in their child's learning.
3. To develop basic skills in English and Mathematics.
4. To encourage pupils, as they get older, to learn how to work purposefully on their own.

THE ROLE OF THE PARENTS/CARERS

We ask parents/carers to:

1. Provide a reasonably peaceful, suitable place in which their child can do some of their homework alone, or for younger children, together with an adult.
2. Make it clear to their child that they value homework, and support the school.
3. Encourage and praise them when they have completed homework.
4. Play and enjoy the learning taking place together.
5. Become involved with their child's targets.

NATURE OF HOMEWORK AT TIBSHELF INFANT SCHOOL

Homework may involve a variety of tasks including reading, practising letters, sounds and words, writing and number games. All of the tasks will involve some parental/adult support and guidance.

RECOMMENDED HOMEWORK

Foundation Stage 1/Nursery:

A book is chosen from school and taken home to share weekly. This book is chosen from a selection by the child and is put in the child's named plastic wallet with advice for parents about how to support and develop early reading skills, and with a jotter in which children and parents are encouraged to write in. The child's plastic wallet then goes home at the end of the session. Weekly ECaT forms are given weekly to provide parents/carers with suggestions about how they can support their child's learning in relation to the theme that week/term. When returned the child has the chance to share what has been recorded on the page and this is then stuck into their Learning Journey.

Foundation Stage 2/Reception:

Initially children take home letter matching games, early reading games, and caption cards to read. All the games are in small plastic wallets that also contain suggestions to help parents/carers support their child to recognise the letters and sounds. When children are ready they move onto reading appropriate reading books. Every child is provided with a reading record and parents/carers are asked and encouraged to record suitable comments in this. Guidance for

this is given to parents to support them in relation to phonics, sounding and blending, and tricky words. We recommend to parents/carers that their child should practice their games/reading for a short time daily. Shorter and more regular reading sessions are often more beneficial than a weekly longer session! Weekly ECaT forms are given to provide parents/carers with suggestions about how they can support their child's learning in relation to the theme that week/term. When returned the child has the chance to share what has been recorded on the page and this is then stuck into their Learning Journey.

Key Stage 1:

Children in Year 1 and Year 2 classes are encouraged to read some form of text, either fiction or non-fiction on a daily basis. We recommend to parents that their child should concentrate for a longer period of time as they move into Year 1 and asked questions about the text that they have just read. The length of time a child is able to focus on their reading varies, and we would encourage parents/carers to bear their own child's reading ability in mind. Shorter and more regular reading sessions are often more beneficial than a weekly longer session! Every child is provided with a reading book and reading record and parents/carers are asked and encouraged to record suitable comments in this. Guidance for this is provided for parents/carers, along with words lists for each year group. Weekly challenges to support maths/spelling/English work are provided for children in Year 2 and completion of these, and encouragement to do these are activity encouraged and rewarded in school. In Year 1 Home/School letters are given weekly to provide parents/carers with suggestions about how they can support their child's learning in relation to the theme that week/term, make links with prior learning, and extend their learning. When returned the child has the chance to share what has been recorded on the page and this is then stuck into their Learning Journey. On the weekly letter (on Year 2 Exciting Writing weeks) information may be given to parents/carers about the independent writing their child will be doing at the end of the week so that they have the opportunity to do some talking for writing during the week and so that they know what their child will be writing about.

Children will sometimes be given informal/optional tasks related to any subject area, for example, this is something you could try at home ...

MONITORING.

Parents/carers are asked to complete and return ECaT pages and activities to school on a weekly basis. Parents/carers are asked to acknowledge they have heard their child read by making a mark and/or comment in the reading record books.

We ask parents/carers about their views on homework through questionnaires. This is an aspect to comment on the Parent View questionnaire.

'Tibshelf Infant & Nursery School is committed to all aspects of safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.'

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