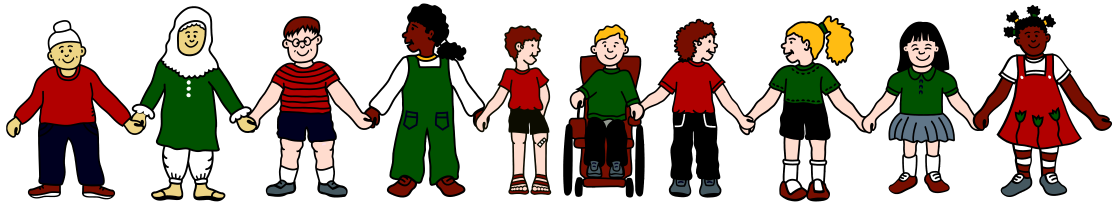


**THE GILES
NURSERY
AND
INFANTS' SCHOOL**



Homework Policy

Author: Lisa Hill

Date of Issue: November 2023

Review Date: November 2026

Homework Policy

Introduction

Learning at home is an essential part of effective education. Regular homework is important, since it gives pupils the opportunity to practise at home the tasks undertaken in class and helps them work towards improving important skills. Homework can offer children the chance to practise newly learned skills, to investigate a particular interest, and to consolidate new learning, helping them to commit knowledge and skills to long-term memory. When set and completed within the right structure, its completion undoubtedly builds self-esteem, confidence and independence in children.

Homework activities are an important part of the home / school partnership. All children are given homework tasks to enhance and support their work in class.

Aims

Through this policy we aim to:

- Ensure consistency of approach throughout our school.
- Enhance and reinforce work and learning at our school.
- Help children to develop independent learning strategies and help them progress towards taking individual responsibility.
- Improve the quality and range of learning experiences offered to children.
- Extend a child's learning through reinforcement and revision.
- Ensure that parents / carers have a clear understanding of what is expected of them and of the children.
- Provide opportunities for parents / carers, children and school to work in partnership.
- Provide opportunities for parents / carers and children to enjoy learning experiences together.

Objectives

All homework tasks should:

- Give plenty of opportunities for children to succeed.
- Be enjoyable.
- Be adapted, where possible, to match the children's needs.
- Have a clear, shared focus.
- Support learning at school.
- Where appropriate, help to develop social as well as academic skills.
- Be manageable for teachers and parents / carers.
- Not deprive the children of their vital playtime and enjoyment of other interests.

We aim to ensure that there is a progression in both the type and quantity of homework through the school.

In all year groups, the setting of homework will remain flexible and can be adapted to meet the needs of the individual. Whilst we understand that homework routines are important to establish at a young age, if children become anxious or worried about completing their homework, it is acceptable for activities to be unfinished.

Homework in Nursery

In Nursery, children will be able to take home a library book each week. We ask that the adults at home share this book and talk about the text, vocabulary and pictures. Parents / carers are also encouraged to help their children learn simple songs and rhymes to develop the pre-requisite skills for learning phonics.

Homework in Reception

Children are expected to read daily at home for five to ten minutes, in addition to reading regularly in school. A home reading book with a reading record for parents / carers and school staff to record comments in will be sent home every day. The reading book will be changed when the child has read to the end of the book. Home reading is an opportunity for children to build their confidence and fluency with reading, so they may bring home the same book more than once. A child should be able to read their home reading book with 95-100% accuracy and understanding.

Additionally, children will have the opportunity to borrow a book from the class library each week.

Children should also spend time through the week learning their key words and phonics; for example, using activities in the phonics packs sent home every half term.

From the spring term, Reception children will take home a sentence to order and copy. In the summer term, Reception children practise learning to recognise, read and spell the phase 2, 3 and 4 common exception words through a process of 'look, say, cover, write, check'.

Homework in Year 1

Children are expected to read at least five times per week for ten minutes, in addition to reading in school. A home reading book with a reading record for parents / carers and school staff to record comments in will be sent home every day. The reading book will be changed when the child is ready to move onto the next book. Home reading is an opportunity for children to build their confidence and fluency with reading, so they may bring home the same book more than once. A child should be able to read their home reading book with 95-100% accuracy and understanding.

Additionally, children will have the opportunity to borrow a book from the class library each week.

On a fortnightly basis, the children will receive a piece of homework with a variety of activities linked to the current learning in class. This includes the spellings currently being taught. The children are encouraged to choose one or more of the activities to complete.

Additional activities may also be provided to reinforce and support learning. This may be set on an individual or class basis.

Homework in Year 2

Children are expected to read at least five times per week for 10 to 15 minutes, in addition to reading in school. A home reading book with a reading record for parents / carers and school staff to record comments in will be sent home every day. The reading book will be changed when the child is ready to move onto the next book. Home reading is an opportunity for children to build their confidence and fluency with reading, so they may bring home the same book more than once. A child should be able to read their home reading book with 95-100% accuracy and understanding.

Additionally, children will have the opportunity to borrow a book from the class library each week.

Children should practise their spellings five times per week. These are linked to the spellings learnt in class.

Each week children will be given an activity linked to a topic, English or mathematics theme.

Additional activities may also be provided to reinforce and support learning. This may be set on an individual or class basis.

Online learning from Reception to Year 2

Children have access to a Bug Club account, which is an online reading scheme. Each child has their own virtual book bag that is stocked with electronic books matched to their reading level. These are replenished regularly by teaching staff.

Children also have access to a Numbots account, which is an online mathematics game that supports children with their understanding, recall and fluency in mental addition and subtraction. Each child has their own individual log in. Once logged in, they can earn coins, collect badges and win trophies, as well as receiving printed certificates when levels are completed.

Children are also able to access their Purple Mash account at home, using their individual log in. Children use Purple Mash regularly in school to complete activities or practise key skills. These can also be accessed at home.

Children with special educational needs and disabilities (SEND)

The policy applies to all children. However, children will receive adapted tasks according to their needs, which may be different from the rest of the class. Additional resources may be sent home to support the completion of the learning task.

Additional learning resources

A learning support pack is given to parents / carers at the start of the academic year, containing support activities for reading, handwriting, spelling, phonics and mathematics. Additional support materials may be provided at subsequent parent / carer consultations.

The termly class newsletter informs parents / carers of ways in which they can support their children at home.

All year groups publish a topic web on the school website to inform parents / carers of their child's learning for the coming term.

The school website has a 'Support your child at home section' under the 'Children' tab, which has a wealth of activities, ideas and games for supporting learning at home.

Expectations

Teachers will:

- Provide a range of homework tasks and activities to consolidate and extend learning in class.
- Ensure that children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability.
- Communicate with parents / carers and keep them informed of children's progress, projects and topics to be covered.

Parents / carers will:

- Provide somewhere for children to work without distractions.
- Provide encouragement and support to children when they require it.
- Support the school in explaining to children that homework is valued and supports learning.
- Encourage children and praise them when homework is completed.
- Be actively involved in the homework of their children and ensure that children read every day.
- Inform the school if there are any problems with their child carrying out their homework or if their child becomes anxious about their homework.

Pupils will:

- Make full use of all the opportunities they are presented with.
- Approach homework activities positively and try their best.
- Take pride in presentation and content.
- Take responsibility for handing in the completed task.

Timescales

Homework will be given out on a specific day and there will be a given day for it to be returned to school. Teachers will ensure that parents / carers are aware of which day homework will come home with the children and on which day it should be returned to school. Reading should take place at home every day.

It is important that homework is at the correct level for each pupil, regardless of ability. We welcome feedback from parents / carers as to whether activities were too hard or too easy for their child. Parents / carers may also comment on whether the time allocation was appropriate or whether the activity was too short or too long. As with all school activities, parents / carers are invited to discuss any queries with their child's class teacher after school or during parent consultation appointments.

Teachers will carefully consider the needs of individual children and think about how they can best work with parents /carers to support their child's learning, including their personal and social development.

Date of policy review: November 2026