

Dothill Primary School

Homework Policy

Aims

Through the setting of homework, we aim to:

- Extend children's learning, consolidate and reinforce their skills and understanding, particularly in English and Maths.
- Foster positive, effective partnerships between school, parents and other carers in order to pursue school aims, encourage children to make the best use of the many learning resources available both at home, school and in the community, e.g. local libraries, galleries and museums, places of interest linked to a theme.
- Develop children's confidence and self-discipline so that they learn to study independently, thus preparing them for their secondary schooling and for lifelong learning.

Definition of Homework

We consider homework to be any work or activities completed outside lesson time, either by children working independently or with the support of parents or other carers. Homework is intended to be supportive of the curriculum and schemes of work that are in place at school.

General Principles

- Tasks will be supportive of children's academic and social learning in school.
- Activities will be purposeful and enjoyable for the children and adults involved.
- Children will be well prepared for each activity so that they and their parents and carers will know what to do and will feel a sense of achievement in doing their work.
- Homework will, in general, follow curriculum coverage with the facility to change routines from time to time where appropriate, e.g. when work relates to independent project work. Parents and carers' roles will evolve as their child progresses through school, from enjoying first stories together in Year R to assuming the role of an enabler and encouraging children to develop greater independence and take personal responsibility for their learning as they move through the school.
- An overview of themes covered in each year group can be found on the curriculum section the school website.

Putting Policy into Practice

A regular pattern of tasks will take place during most weeks, but where appropriate this pattern may be changed to allow emphasis on a particular subject or theme, e.g. to allow for preparatory research during the week prior to an educational visit or to carry out independent research.

The homework for specific Key Stages and year groups is listed below:

Early Years Foundation Stage

Communication with Parents

- During the term before the children start school Parents and carers will be invited to a meeting during which the school systems are explained.
- A further information evening will be held during the first term at which the Early Years Foundation Stage Curriculum will be explained, together with our philosophy for early learning at Dothill. Parents will be given an explanatory leaflet to take away that provides advice about how to work in partnership with school to support learning.
- Parents and carers may come into the classroom to talk to the teaching team at the start and end of each day. This provides opportunities for verbal communication on a daily basis for parents and carers of our youngest children.
- Children will take home a Home - School Link Diary in which teachers can record any information that needs to be shared with parents and carers.
- Other communication will be through, weekly EYFS newsletters, monthly whole-school newsletters, text messaging and via the school website.
- Consultation evenings or open evenings, when parents can discuss their child's progress will be held throughout the year.
- Parents are encouraged to contact their child's teacher in order to discuss learning and progress.
- Teachers will contact parents and carers if they feel there is a need to discuss any aspect of the child's learn next consultation evening.

Key Stage 1:

Time Allocation

As in the Early Years Foundation Stage, parents will be encouraged to set aside a period each day to work with their child. We recommend that parents of pupils of year 1 spend about 10 minutes and that parents of children in year 2 spend about 15 minutes each evening doing this.

Activities

- While they are moving through our phonics programme, children are encouraged to read a phonically decodable book to their parents each evening. A non-decodeable book may also be taken home for parents to read to their child. Books may be changed every day at school and records will be kept in their diaries.
- Weekly reading and comprehension from 'Bug Club' (on line reading resource).
- Weekly 'My Maths' activities.
- Other activities will arise linked to the current theme or to an interest expressed by a child.

Key Stage 2 - Year 3 and Year 4

Time Allocation

In lower Key Stage 2, we encourage parents and children to spend about 30 minutes per day working together on homework.

Activities

- Daily reading-20 minutes. Texts may be free choice, theme-based or may be of a genre currently a focus for learning in literacy. Parents are asked to hear their child read as often as possible and to sign their child's reading diary each time they read.
- Weekly reading and comprehension from 'Bug Club' (on line reading resource).
- Weekly 'My Maths' activities (there may also be additional maths activities set by the teacher to complete at home).
- Learning of all multiplication facts and associated division facts up to 12x12 (this is a national end of year 4 expectation).
- Other activities may be set based on the current theme.

Key Stage 2 - Year 5 and Year 6

Time Allocation

In Upper Key Stage 2, we encourage parents and carers and their children to spend about 40 minutes per day working together on homework.

Activities

- Daily reading and discussion of texts-minimum of 20 mins. Texts may be free choice, theme-based, a subject for research or may be of a genre currently a focus for learning in literacy. Discussion of reading book between parent and child should make use of comprehension question prompts given by class teacher
- Weekly reading and comprehension from 'Bug Club' (on line reading resource).
- Weekly 'My Maths' activities (there may also be additional maths activities set by the teacher to complete at home).
- Instant re-call of all multiplication facts and associated division facts not yet known (It is a year 4 age related expectation that all x tables and associated division facts are learnt by the end of year 4).
- Other activities may be set based on the current theme.

