

# Dove Bank Primary School

Supporting your child with their homework



## HELPING WITH HOMEWORK

**At Dove Bank Primary School we recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnership, of which our homework policy is an important element.**

Although all children need family time and opportunities for play and sport, we believe that a reasonable amount of homework is a valuable learning resource in that it benefits pupils by:

- Extending school learning, for example through additional reading;
- Consolidating and reinforcing skills and understanding, particularly in English and Maths;
- Encouraging pupils as they get older to develop the confidence and self-discipline needed to study independently, and to prepare them for the requirements of secondary school;
- Strengthening effective partnerships between the school and parents /carers in pursuing the aims of the school and the development of their child.

**The nature of homework** - The nature of homework will change as children get older. For pupils in Key Stage 1, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective. Short activities of different kinds – reading together, learning spellings and number facts - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment. As children move into Key Stage 2, homework provides an opportunity for them to develop the skills of independent learning.

### Current Practice

Class 1 (Reception & Y1)	Class 2 (Y1/2)	Class 3 (Y3/4)	Class 4 (Y4/5/6)
Topic Work - 1 or 2 creative projects per term, lasting between 4 or 5 weeks starting Autumn Term 2.	Topic Work - 1 or 2 creative projects per term, lasting between 4 or 5 weeks starting Autumn Term 2.	Creative Curriculum Work/Personalised Learning Challenges - 1 or 2 creative projects per term, lasting between 4 or 5 weeks.	Creative Curriculum Work/Personalised Learning Challenges - 4 creative projects per term, lasting between 4 or 5 weeks.
Weekly spelling through Letters & Sounds.	Weekly spelling through Letters & Sounds.	Weekly spelling through Read, Write Inc.	Weekly spelling through Read, Write Inc.
Reading -5 minutes x 5 days with an adult.	Weekly times tables and number facts. (Starting from Spring Term 1).	Weekly times tables and/or number bonds/key facts.	Weekly times tables.
High frequency words list/Phonics activities.	Reading – 10 minutes x 5 days with an adult from Autumn Term 1.	Weekly Maths and/or Literacy homework, reflecting classwork.	Weekly Maths and Literacy homework, reflecting classwork.
		Reading – 15 minutes x 5 days with an adult.	Reading – 20 minutes x 4 days with an adult or reading alone.

**Home Reading** - We believe reading is a key aspect of developing a child's learning and therefore the importance of reading at home cannot be over-emphasised. We value parents and carers reading with and to their children because it allows them to enjoy texts they might not be able to read alone, therefore improving many key skills which enable a child to access the wider curriculum. We hope that children will read for pleasure in their own time.

Key Stage One - Reading on a regular basis is vital when children are in Year 1 and 2. Children will bring their reading books home every evening, and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words i.e, using their phonics knowledge to sound words out, looking at the pictures and looking for words within words, are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child.

Pupils in Key Stage Two will be expected to take responsibility for their own reading books as necessary. Children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the text, that sometimes will go beyond the literal meaning. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Parents should continue to complete their child's reading record to show that they have read to an adult or had a discussion about the book.

**High Frequency Words** - Children will have daily phonics lessons throughout Key Stage 1, which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children will bring home some words each week for them to read, write and learn. Parents can help children to learn these, by practising them regularly.

**Spellings** - Spellings in Key Stage 2 will be given to each child to learn using the Look, Say, Cover, Write and Check method. Some spellings may be differentiated by pupil ability, others may be key words from topics.

**Literacy** – In Classes 3 and 4, this will be based around what the children will be learning in class. The work could be based on grammar or punctuation. They may be asked to read something and answer questions. Sometimes the task will be a piece of writing.

**Numeracy** - Homework will be provided for pupils to consolidate or revise particular mathematical skills. In Foundation Stage and Key Stage One pupils may be required to learn key facts, for example, helpful rhymes, number bonds or tables. For example by the end of year 2:-

- Children should be confident in their 2, 5 and 10 times tables. They should be able to say them in order and mixed up.
- Children should be able to double each number up to 20.
- Children should be able to halve each even number up to 20.
- Children should know their number bonds of all numbers up to 20. This means they should know how to make each number, for example 5 can be made by 0+5, 1+4, 2+3, 3+2, 4+1, 5+0
- Children should be able to tell the time when it is o'clock, half past, quarter to and quarter past on digital and analogue clocks.
- Children should be confident when using money. They should know the names of the coins and they should have experience of adding, taking away and finding change.
- Teachers will sometimes send home key number facts and shape names to learn.

As they get older, pupils will receive homework to practise calculation/number skills. Children will be asked to make sure they know their tables from 2 to 12. The work may also be linked to lessons on shape, measures or handling data.

Additionally, pupils from Year 1 to Year 6 will soon have access to Abacus Online, an ICT based resource to practise Maths skills at home.

**Creative Curriculum Topic Work/Personalised Learning Challenges** - Pupils will be given the opportunity to research topics they are studying in class. Personalised Learning Challenges will be an inclusive form of homework which develops creative, presentational and information finding skills. Activities are intended to

be open-ended, allowing the children to make their own decisions on how to collect, record and present their homework. We aim that the personal learning challenges will be fun and driven by the children, having an impact on our determination to develop a more creative and independent learner.

**Other activities may include:**

- Handwriting Practice
- Preparing questions
- Planning pieces of writing
- Puzzles/games/investigations
- Learning songs or scripts for plays
- Investigations
- Reading comprehension activities

**Additional homework** - In Year 6 in preparation for their transition to secondary school and to help them prepare for SATs in English and Maths, extra homework may be set from the Spring Term. Children having extra support in other year groups may also be set homework by the member of staff working with them.

**Organisation** - Homework will be based in one book. The teacher will provide a clear instruction sheet/homework guidance which will be glued into the homework book for reference.

**Presentation** - Our expectation is that the work children do at home is of the same standard as they produce in school. For example, for older children, writing should be joined using pencil or blue handwriting pen.

**The time to be spent on homework** - The Government's recommended time allocation, based on current good practice, is set out in Homework: Guidelines for Primary Schools and Secondary Schools, and we endeavour to follow this guidance in the amount of time that we ask pupils to spend on their homework. These guidelines and the types of activities that children might be expected to undertake are given below.

4+, Years 1 and 2	Years 3 and 4	Years 5 and 6
1 hour per week Reading, spelling, other literacy and number work.	1.5 hours per week English and Mathematics as for Years 1 and 2, with occasional assignments in other subjects.	2.5 hours per week with continued emphasis on English and Mathematics but also ranging widely over the Curriculum.

**Role of the parents/carers** – The school recognises that parents and carers have a key role to play in supporting pupils’ homework.

We hope parents and carers will be willing and able to give their active support to ensure that work done at home is undertaken conscientiously and completed to the best of their child’s ability.

To avoid ‘battles’ over homework we recommend:-

- that children should be allowed to work at an appropriate pace;
- acknowledgement should be given to their own interests;
- the task is undertaken at an appropriate time when the child is best able to concentrate;
- your child may need lots of encouragement, praise and even your company and help for certain tasks;
- that work at home is perceived as a shared activity;
- work at home should be planned carefully around other interests to avoid clashes;

- providing a reasonably peaceful, suitable place in which pupils can do their homework – alone, or more often for younger children, together with an adult.
- it should not be used as a threat or punishment.

**Your HELP, ENCOURAGEMENT and PRAISE is the key to success.**

If any child does not understand a task, parents should encourage them to ask their teacher for further guidance. If you have any concerns about the levels of homework or the content etc., please see your child's class teacher. Do not let your child get upset about homework; if there is a problem come in and speak to the teacher about it.

**Feedback** - The school recognises the importance of providing prompt and accurate feedback to pupils, parents and carers on how well homework tasks have been tackled and the knowledge, skills and understanding that are being developed. A variety of methods will be used to provide feedback ranging from an appropriate comment of praise, appreciation or area for improvement to a mark, and these will vary according to the age of the pupil.

**Handing homework in** - The expectation is that children will complete their homework and return it to school on the due date. Class teachers will carefully monitor the return of homework. If for any reason children are unable to complete their homework, parents/ carers should contact the class teacher explaining why the homework has not been completed on the day the homework was due to be returned to school. The parents of children who do not engage with homework on a regular basis will be invited in to school to discuss ways of supporting their child.