

Ringway Primary School

Homework

Policy

The Future
The Future
starts here

Our aim is to provide the foundations for a positive future for our pupils. A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle , and to enjoy all they do. A future where they are both literate & numerate & can think critically. A future where they make a positive & respectful contribution to their culturally diverse community . A future where they show mutual respect & tolerance at a local, national & global level. A future where they aspire to be the best they can be & achieve their full potential

.Created ...November 2017.....

Signed C of Gov.....

Headteacher.....

RINGWAY PRIMARY SCHOOL

We believe homework is a key aspect of learning. Homework helps children improve important skills. We believe that homework is a valuable opportunity for children to share with their parents/ carers things they have been doing at school.

Through our policy we aim to:

- Ensure a consistent approach across the school
- Ensure progression towards independence and individual responsibility
- Ensure parents/ carers can support their child more effectively
- Extend and support learning
- Provide opportunities for parents/carers and children to work in partnership and enjoy Learning experiences

Homework will focus on the whole school priorities .

- 1. Fostering a love of reading**
- 2. Developing maths skills**
- 3. Improving basic literacy & grammar skills.**

We believe reading is a key aspect of developing a child's learning. 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.

English and Maths skills across the curriculum

We use a set of progressive spellings throughout school to support a personalised spelling

programme, related to year group expectations. English will be set to support both reading and

writing skills. Maths will be set to develop mental maths and problem solving activities.

It will also consolidate skills taught in class. Parents can support their child to develop fast recall of number bonds to 10 and 20, then 100, and then tables to 12 x.

By Y4 children are expected to be able to recall all their tables. It is also valuable to develop skills in real life contexts so children make links with their learning e.g. cooking to develop maths skills relating to weight, using time tables for trains and buses, telling the time, finding focussed sight words in books/ magazines/ newspapers.

Guidance on age group expectations can be found on the school website.

Improving key life skills

Social skills, evaluation skills, problem solving, managing feelings and working collaboratively are key life skills. Developing key life skills improves children's motivation and approach to life and learning.

Working together as a team/ sharing/ communicating feelings develops a confident child who has no fear of getting things wrong or having a go! Activities/ games/ helping around the house can develop maths and English skills but also vital life skills and are fun too!

For example:

- Board games - Playing scrabble is a great way of learning to spell but also teaches turn taking, solving problems, losing! The game 'Articulate' develops children's vocabulary and speaking and listening skills.
- Card games are great for developing mental maths, independence, patience!
- Dominoes are a great way to learn number bonds.

Aims of homework:

- Consolidate and extend learning
- Practise skills
- Rehearsal
- Preparation
- Positive parent/ child time.

Homework may be set to support a specific and identified need in comprehension, tables or number bonds, sentence work, handwriting or grammar. These will be specific, and time limited.

- A Homework timetable will be set by the class teacher and communicated by letter at the start of each term.
- The teacher will provide a clear instruction sheet each week & answers will be supplied.
- Homework guidance and reading guidance will be attached to the homework book for reference
- Useful information of age related resources such as websites/ games/ good reads will be found on the school web site

Equal Opportunities and Additional Needs

Homework activities will be differentiated, where appropriate, to ensure the needs of Pupils are best met. Work/ projects produced by children is valued and celebrated through display, discussion, assemblies

Role of the Governing body	<ul style="list-style-type: none"> • Delegated powers and responsibilities to the standards committee and to the Headteacher to oversee the development of this policy • Responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Headteacher	<p>Promote this policy by raising its status and importance</p> <ul style="list-style-type: none"> • Provide supportive guidance for parents • Keep up to date with new developments with regards to homework
Role of the teacher	<p>Integrate homework into their planning</p> <ul style="list-style-type: none"> • Set interesting tasks and activities • Set homework appropriate for each child • Explain when, what and how the work is done so that each child clearly understands • Provide opportunities for sharing of homework tasks in class and provide feedback
Role of the parent carer	<ul style="list-style-type: none"> • Support the homework set • Read with your child and make a note in the reading record book. • Support the school in explaining to children that homework is valued and aids learning. • Encourage pupils and praise them when homework is completed. • Be actively involved in the homework of your child. • Make the experience pleasurable • Discuss, encourage and praise • Contact the class teacher/ school if you are not sure of some aspect of the homework or your child is experiencing difficulty doing it • Contribute to the school parent questionnaires so the school can monitor the effectiveness
Role of the child	<p>Complete their homework and hand it in on time</p> <ul style="list-style-type: none"> • Listen carefully in class to make sure they understand what is asked of them • Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate • Make sure they get feedback for their homework • Complete homework using appropriate writing materials • Have a go at all homework activities

GUIDANCE AND STRUCTURE:

Year Group	Develop a love of Reading	Basic skills
EYFS	Reading 5 mins a day with an adult/ older sibling. Words & phonemes sent home also Bug Club Teach your Monster to Read	BIG talk - a subject given on Mon for discussion on FRIDAY. Occasional show & tell prep & research. Weekly spellings & handwriting practice
Y1	Reading 10 mins x 5 with an adult	Spellings given on Tues for test following Mon. Bi weekly Maths/Lit basic skill sheet
Y2	Reading 10 mins per day with an adult	Spellings given on Tues for test following Mon. Bi weekly Maths/Lit basic skill sheet
Y3	Reading 10 mins per day with an adult	Spellings out Thursday for test the next Monday Tables on Tuesday Maths - alternate TTRS or Mathletics
Y4	Reading 10 mins per day with an adult where possible	Spellings & weekly tables out on Monday for test the next Monday Maths & Lit basic skills sheet on Monday for the next week
Y5	Reading 15 mins per day with an adult where possible	Spellings out on Monday for test the next Monday Lit skills on Friday for the next Friday Tables out on Thursday for test the next Thursday Maths skills sheet on Friday for the next Friday
Y6	Reading 15 mins per day with an adult where possible	Spellings & Tables out Friday for attest the following Friday English & Maths - all homework given out on Friday - marked on Thursday

Monitoring the effectiveness of this policy:

The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.