



INTRODUCTION

We understand and acknowledge that homework is a contentious and divisive subject for many adults; parents and teachers alike. There are some who believe that, at primary school, homework should not be set, whilst there are others who maintain that homework is an integral and important part of their child's education, and, of course, many who take a position somewhere in the middle.

As a school we have to take account of these varying opinions, research the studies relevant to this matter and make a decision that has the best impact on the children's learning.

As a result, this policy is very much a working document that will be discussed and reviewed regularly.

We want to maximise the potential for learning through effective homework practice and so homework will be designed to inspire and enthuse your child. Weekly tasks will be linked to our learning objectives in school, and your child will regularly be invited to share their findings with the class. Our aim in setting homework is to foster a lifelong love of learning, to encourage curiosity and provide sparks of inspiration!

AIMS OF THIS POLICY

To provide guidance for teachers, parents and pupils to support each child's learning

To ensure consistency of practice throughout the school

To extend the home-school partnership

SUPPORTING CHILDREN AT HOME

As a staff, we believe that learning to read and learning times-tables are key skills and these are which we would like to see supported at home. There are also key life skills that can be supported too: telling the time, tying shoe laces, road safety and healthy eating to name but a few.

EXAMPLE TASKS

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| <p>What is your favourite place in the United Kingdom of Great Britain and Northern Ireland (UK)?</p> | <p>Tell your parents how proud I am of you – you have worked very hard all term!</p> |
| <p><u>Remember – we'll be having our weekly quizzes on your times tables and your spellings.</u></p> <p><u>Work hard to improve your score!</u></p> | <p>Gg grammar group guard guide</p> |
| <p>Draw a picture of the character you invented for your quest story</p> |  <div data-bbox="1234 1522 1469 1785" style="border: 1px solid black; padding: 5px;"> <p>Can you find a quote, or make one up, that would make a friend smile...</p> </div> |

TIMES-TABLES

There is no 'one way' to learn times-tables; by repetition, by writing them down, by songs and rhymes, whichever way works for your child. There are some ideas on our website and you can, of course, web search other alternatives too.

By year 2, all children need to learn their 2x, 5x and 10x tables fluently.

By year 3, all children need to continue to practise their 2x, 5x and 10x tables but to also learn their 3x, 4x, 6x, 7x, 8x and 9x tables.

By year 4, all children need to consolidate their times tables and improve the speed of their recall and learn what the corresponding division facts are. For example: $7 \times 6 = 42$; therefore $42 = 7 \times 6$ and $42 \div 6 = 7$. In other words, they need to know all their times-tables up to 12x12.

READING

Reading: it is expected that every child reads to or with a parent at least 5 times per week. You should write this in their reading record. Children will be rewarded for regular reading recorded in their yellow reading record.

As a parent you are probably helping your child with reading more than you may realise: if your home contains many books, magazines and catalogues; if your child sees you reading; if you read to your child and talk about stories; and if you use printed materials to find things out, then your child already has a head start in this area.

How to help with reading homework

- Remember that talking about reading is very important, so if your child is sometimes reluctant to read aloud, discussing a book and reading to them will also help to develop reading skills.
- Concentrate on enjoyment and grasping the meaning rather than absolute accuracy.
- Keep reading time relaxed, comfortable and pleasurable, in a quiet place, with the television turned off.
- Talk about the cover and read the title before rushing your child into the text, asking questions, such as: what do you think it will be about; what sort of book is it; have you read one like this before?
- Look through the book, noticing interesting pictures and words, then read the opening together.
- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word.
- If your child is really struggling, take over the reading yourself and let the teacher know.
- When your child brings home a book that has been read before ask for a summary before reading it again, then discuss the book at a deeper level than last time.
- As your child progresses, talk about authors, characters and plots or what new information has been learned.
- If your child reads silently, ask her/him to re-tell the part that has been read and encourage the 'pointing out' of relevant sections in the text.
- Attend information sessions about reading run by the school and read any guidance that is sent home.
- Join your local library together and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.

Remember reading can be: comics, recipes, factual books, leaflets, reference books etc. Please record all reading in the Reading Record Book with any comments about your discussion.

MARKING OF HOMEWORK

Pupils will share their findings with the class and be encouraged to discuss what they have learned. Therefore, formal marking will rarely be appropriate in their Homework Book.

CONCLUSION

Homework can have clear benefits for children and can enhance the relationship between home and school. We invite parents to support our Homework Policy by creating the necessary quiet and purposeful conditions for learning at home.