

AYSCOUGHTEE HALL SCHOOL



HOMEWORK POLICY

Rationale

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2003
- Equality Act 2010
- Education Act 2011

At Ayscoughfee Hall School, we believe that homework is an essential part of pupils' learning. In line with National Curriculum requirements, homework is set and children are encouraged to, and expected to establish good homework habits from the beginning of their school life.

- Homework is set regularly as a means of reinforcing and extending learning
- Homework is differentiated to meet the needs of individual pupils
- Homework should be understood by pupils and parents, and not be seen as an onerous task

Definition

Homework is defined as work set by the teacher to be done at home, either by the child alone or with the support of an older sibling, parent or carer. The main focus of homework will be numeracy and literacy, with occasional tasks to extend and enhance learning across the curriculum.

Homework will involve some or all of the following activities:

- Reading: independent, shared, or paired reading, with possible activities to reinforce.
- Comprehension and understanding of texts as children progress through school.
- Spellings and vocabulary extension: learning sounds and spellings; activities to practise, apply and learn spelling rules and patterns to extended tasks.
- Research into an aspect of the curriculum as preparation for, extension to, consolidation of or follow up to work carried out in class.
- Learning number facts and practice of calculation, including problem solving (multiplication tables, number bonds, etc.)
- Writing tasks to apply grammar rules and genres covered.
- Other tasks to extend work done in class, including topic-based work.

Entitlement

All children are entitled to have homework set by their teacher, which is matched to their ability and needs. Parents are entitled to share in the learning of their child. The nature, type and amount of homework will vary according to the age and ability of the pupil.

Aims

At Ayscoughfee Hall School, we appreciate how important the links between home and school are, and the need for us to work together to ensure a good education for all children. It is for this reason that we believe that it is important that children have homework set that will support learning within the classroom. Homework will be carefully planned to extend learning, enhance, and reinforce skills and understanding, and allow children to consolidate and improve their skills further. It has been found that homework that is closely linked to classroom work, and where effective feedback is given, is most beneficial. In addition, it is important to make the purpose of homework clear to children – e.g. knowledge development, fluency etc, for it to have most impact. As a result, we aim to ensure that homework carefully matches the work covered in class and effective feedback is given where appropriate.

Through the provision of a variety of activities and approaches to homework we aim to:

- Raise standards in all curriculum areas, but particularly basic skills in Maths and English.
- Create a sound partnership between parents and teachers, with regard to children's learning.
- Consolidate/reinforce pupils' skills, knowledge and understanding of work covered in class.
- Improve pupils' attitudes to learning and independent learning skills.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school, which is reflected in the home-school agreement.

We believe that homework should not be excessive and that children should be allowed time to build social relationships. It is very important that children have spare time for themselves in order for them to develop their character, skills and qualities to be successful in later life.

We do not want to see homework damaging children's education and their home life by it creating tension between parents and children. We believe that there must be a balance with children doing some homework and time for them to explore, experiment and enjoy learning without them feeling pressurised.

We must not overdo the amount of homework that is given to children as they need some time to relax and recover after their day in school.

Roles and Responsibilities

Role of the Headteacher

- To work in conjunction with the senior leadership team to ensure all school personnel, pupils and parents are aware of and comply with this policy.
- To promote this policy by raising its status and importance.
- To ensure that homework is built into teachers' planning.
- To ensure the amount of homework is not an excessive amount.
- To provide supportive guidance for parents.
- To keep up to date with new developments regarding homework.
- To make effective use of relevant research and information to improve this policy.
- To provide leadership and vision in respect of equality.
- To provide guidance, support and training to all staff.

Role of the Teachers

In setting and marking homework, teachers will:

- Integrate homework into their planning.
- Set interesting tasks or activities.
- Explain when, what and how the work is to be done so that each child clearly understands.
- Not give an excessive amount of homework.

- Give reasonable time for its completion (including time to complete tasks if homework is not returned).
- Match tasks to time and as far as possible to the abilities of the children.
- Provide feedback to children on their progress.
- Provide additional guidance for parents on how/when homework should be completed, including web links, etc. (see Appendices)

Role of the Parents

At Ayscoughfee Hall School, we recognise the importance of developing a sound partnership between parents and children with reference to children’s learning.

Parents will:

- Where appropriate, be provided with additional guidance to support learning at home and to help children with homework tasks.
- Be encouraged to support the school’s homework policy when signing the home school agreement.
- Be given feedback on how children are doing with homework through marking, during parents’ meetings and in annual reports.

Role of the Pupils

Pupils are asked to:

- Complete their homework and hand it in on time.
- Make sure they understand what is asked of them.
- Make sure they get feedback on their homework.
- Highlight to the school council any ideas they may have to improve homework.

Feedback

All children receive prompt feedback on their homework in a variety of forms including:

- Verbal
- Written
- Class discussion
- Praise and recognition during an achievement assembly

Parents are asked to:

- Give teachers any feedback they feel might be useful.
- Encourage their children to talk about the feedback they have received.
- Contact the school if they have any concerns.

Monitoring

The Headteacher will regularly review the Policy and Guidelines on behalf of the Governing Body, alongside the whole staff team and will monitor the quality of homework provision through planning and work scrutiny.

Any reference to the word ‘School’ implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

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*A*YSCOUGHFEE HALL SCHOOL

Infant Homework Guidance

As a school we encourage pupils to lead varied and active lives, both in and out of school, and we know many enjoy participating in a wide variety of extra-curricular clubs. We also believe that homework is an important part of your child's education, developing their abilities in different curriculum areas and improving their organisational skills and self-discipline. It also gives parents the opportunity to be involved in their child's learning. We are keen to get the balance right and hope that it will help by giving children more than one night to complete homework.



Kindergarten

There is no set formal homework for the Kindergarten children. However, the children may be asked to bring in items from home for a specific 'show and tell' linked to a book, a topic or a PSHE lesson. On occasions there maybe some sound work sent home by the class teacher. All activities will be communicated to parents as and when they arise through the daily communication books and/or through Seesaw.

Reception

Reception will have a staggered start to their homework in September and more details of this will be given to parents at the curriculum evening at the start of the academic year. Once in the swing of things, Reception homework will be as follows.

- Monday - Talk time given out, if appropriate for that week, ready for extended writing the Friday of that week.
- Friday - homework books sent home including phonics practice and maths written work. Due in the following Thursday.
- Daily reading
- Daily spelling practise (not starting until after February half term)

Year 1

- Monday - Talk time given out, if appropriate for that week, ready for extended writing the Thursday of that week.
- Wednesday - Written homework English/Curriculum homework or Maths homework alternating each week. Due in the following Monday.
- Friday - Spellings given out to practise ready for a test the following Friday.
- Daily reading
- Daily spelling practise



Year 2

- Monday—Spellings worksheet. Due in the Wednesday of that week.
- Wednesday—Written English homework. Due in the Friday of that week.
- Friday—Written Maths homework. Due in the following Monday.
- Daily reading
- Daily spelling practise
- Daily Times Tables Rockstars practise



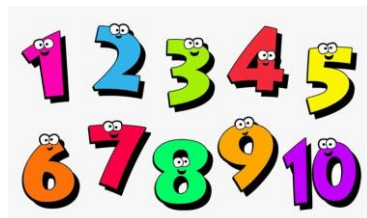
English/Curriculum

A variety of tasks for a range of English/Curriculum areas may be set. Some will be more open-ended, requiring pupils to develop their critical thinking and independent learning skills, depending on the task.



Mathematics

Children will be set tasks based on the current topics being studied in class lessons. The aim is to help children develop their mathematical fluency and also apply their problem solving and reasoning skills.



Spellings

Children will have a list of spellings to learn using the 'look, cover, write, check' approach. The spellings will be linked to different sound patterns that are being taught in class. As children progress through Year 1 and into Year 2 spellings will also include words using suffixes, prefixes, contractions, compound words, apostrophes, homophones and near homophones and common exception word-



Thank you for supporting your child at home with their activities. If your child appears to be finding a task particularly difficult or is spending longer than usual on their work, then please write a note in the diary or pop in to see the class teacher.



AYSCOUGHFEE HALL SCHOOL

Junior Homework Guidance

As a school we encourage pupils to lead varied and active lives, both in and out of school, and we know many enjoy participating in a wide variety of extra-curricular clubs. We also believe that homework is an important part of your child's education, developing their abilities in different curriculum areas and improving their organisational skills and self-discipline. It also gives parents the opportunity to be involved in their child's learning. We are keen to get the balance right and hope that it will help by giving children more than one night to complete their homework.

Each week homework will consist of Mathematics, Spelling and English/ Topic activities. However, there may be occasions when we cannot keep to the usual routine.



MONDAY

Mathematics: Children will be set tasks based on the current topics being studied in class lessons. The aim is to help children develop their mathematical fluency and apply their problem solving and reasoning skills.

To be handed in by Thursday



Thursday

English/Topic

A variety of tasks for a range of curriculum areas may be set. Some will be more open-ended, requiring pupils to develop their critical thinking and independent learning skills, depending on the task.

During the year, some project tasks relating to the curriculum will also be set. This will require pupils to research a topic in greater depth and present their work in a variety of ways, for example: posters, booklets, models or PowerPoint presentations.

This will be handed in on the following Monday for shorter tasks but the deadline may be extended for longer pieces of work.



Spellings

Children will have a list of spellings to learn using the 'look, cover, write, check' approach. There will also be a variety of activities based on the spelling pattern. We are helping the children to learn familiar patterns including prefixes, suffixes and sound strings and to understand meanings of more advanced words to develop their own use of vocabulary. Word searches, crosswords and other puzzles are a more informal way of reinforcing the patterns.

Spelling books will need to be returned before the following lesson on the Thursday.

Spelling Guidance



Often, children learn spellings for a test, but find it hard to remember how to spell these in their independent writing or apply the pattern to new words. Therefore, we will be incorporating a range of methods as part of our spelling activities and homework tasks.

Children learn in different ways, and learning and applying spellings can be challenging, which is why teaching spellings requires a wide range of approaches.

Strategies for spelling:

√ Listening for the sounds and breaking them down

√ Breaking a word into syllables

√ Using rhymes, mnemonics and songs to remember

√ Using visual approaches e.g. 'word shape', 'bubble writing'

√ Using verbal and social e.g. 'spelling tennis' (each person says a letter in turn and the person who completes the word scores a point)

√ Kinaesthetic and physical e.g. writing spellings in the air or using magnet letters to spell a word.

Spelling Guidance



Each week, the children will be exploring a pattern and investigating how to apply this to new words. In class, they will be playing games, building words and exploring what happens when suffixes and prefixes are added as well as practising their spellings in their own spelling journal. In this journal, they will be selecting some of the spellings that they are finding tricky and will use different ways to practise them - a sheet has been attached which shows some of the strategies the children can use.

The aim of our lessons is to make learning new words fun and to make children inquisitive about spelling patterns and hunt for new words which they will share with the class.

When supporting children at home, using a range of strategies will help the children embed the spellings in their memory and the children can select the methods which they find the most useful when learning new words. Hopefully, these tasks will help make learning spellings fun! The children may come home with a different number of spellings each week, dependent on the pattern that they are learning. They can still use the look, cover, check, method as a way to help them learn alongside the other strategies included below.

If you have any questions or concerns regarding spellings, please contact your child's teacher.

Blue Vowels

Write out each of your words.
Go over the vowels in each word
using **blue** pencil.

literacy

Tell a Story

Use all of your spelling words in
a **short story** that makes sense!
Underline your words with a ruler.



Take a Test

Ask someone at home to test
you by reading each word as you
write it down. To make it more of
a challenge, set a time limit, for
example 20 seconds per word.

1. my
2. spelling
3. words

Words within words

Sometimes it helps to think
about the small words that
you can find within a longer
word.

E.g.

There is **a rat** in **separate**

Make a mnemonic to help remember
the words

E.g.

- b** big
- e** elephants
- c** can
- a** always
- u** understand
- s** small
- e** elephants

Quick Paced Questions

How many letters?

What is the second letter?

What is the last letter?

How many vowels? In the word - not in
the word

How many consonants? In the word -
not in the word

Box it up - how many ascenders?

Descenders?

Which letter comes after...

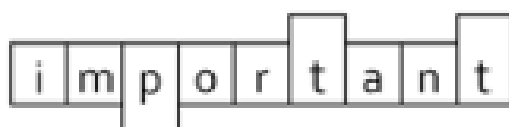
Which letter is first alphabetically?

Last alphabetically

Can you write it backwards?

Drawing around the word to show the shape

important



Investigate Suffixes and prefixes.

Can you add any prefixes or suffixes to your
words?

Root word - happy

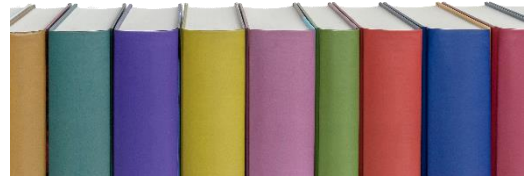
happily

happiness

Can you add any prefixes to your word?

unhappy

DAILY ACTIVITIES



READING

Children are encouraged to read a variety of texts and keep their own record in their homework diary. Reading is hugely beneficial in developing children's learning and underpins the wider curriculum. We recommend that children read every day and fluent readers should have a minimum of 3 entries per week. Children needing to improve their reading skills benefit from reading aloud daily.

MENTAL MATHS & TIMES TABLES ROCKSTARS

Children should be working on improving their speed of recall of multiplication facts. It is also beneficial to work on general mental Mathematics such as telling the time, using money when shopping, measuring and carrying out simple calculations mentally.



We expect children to spend at least 30 minutes on written homework. If a task appears to be taking longer and your child has worked hard, please stop and write a short note in your child's homework diary.

If you have any further queries about homework please speak to your child's teacher or write a note in your child's homework diary.

Thank you for supporting your child at home and signing the homework diary each week.