

Halfway Nursery Infant School



Homework Policy

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HALFWAY NURSERY INFANT SCHOOL

HOMEWORK POLICY

Definition: ‘Homework’ refers to any work or activities which children are asked to do outside lesson time, either on their own, or more usually, with parents or carers.

The Purpose of Homework

- to help to develop an effective partnership between school and parents or carers in pursuing the aims of the school
- to help to consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- to exploit resources for learning, of all kinds, at home
- to extend school learning, for example through additional reading
- to encourage children as they move to Junior School and get older, to develop the confidence and self-discipline to study on their own and so prepare them for the requirements of secondary school.

For our children, developing a partnership with parents or carers involving them actively in their children’s learning is the key purpose and the activities children do at home may not always be described by school as ‘homework’.

Short activities of different kinds - simple games, learning spellings and number facts, visiting places, exploring & playing in the outdoors, baking and reading together - 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, engaging environment.

The activities will support children in their work back in school and enable parents or carers to take a fuller part in understanding how their children learn and what progress they are making.

The purpose of homework changes as children get older and providing an opportunity for children to develop the skills of independent learning increasingly becomes its main purpose.

Through our Policy we aim to:

- ensure consistent practice and approach to homework throughout the School
- plan tasks carefully to support progression in learning
- ensure children and parents/carers have a clear understanding about what they need to do.

- reflect our commitment to the involvement of parents/carers as partners in their children's learning
- ensure a regular programme of homework/home activities
- provide opportunities for our policy to be regularly monitored and evaluated

Type and Amount of Homework

The main focus of homework and home activities for our children is on literacy and numeracy. Homework does not just mean formal exercises done by children without adult help, it is the involvement of parents/carers in joint activities, (these could be very brief) which is most valuable in promoting children's learning.

Regular reading to and with parents/carers is vital, right from Nursery to Y2 and beyond! For our children homework should very largely consist of regular reading with parents/carers, looking at books together. It is recommended that all primary school age children should read to their parents/carers or listen to them reading for at least 10 to 20 minutes a day. This may be done in the context of homework or it may be done separately.

We also want to ensure homework is balanced across the curriculum and offers something for everyone. All year groups, as part of homework, are encouraged to undertake the National Trust challenge '50 things to do before you're 11 and $\frac{3}{4}$ '. Please see appendix 1 at the back of this policy. This encourages children to learn and explore in the outdoors and visit places of awe and wonder with their families.

Across each year group, the following homework is set:

Nursery: Sharing books, practising dressing and un-dressing, learning to recognise and write their name, National Trust challenge.

F2: As above + daily reading with a parent of their school or library book

Y1: Daily reading with a parent of their school book, National Trust challenge, weekly spellings, Story map (to re-tell stories/texts used in class with parents).

Optional: CGP Y1 maths targeted study and question book and CGP Y1 English SPAG targeted question book (on request and purchased by the school on behalf of parents who wish to use these materials at home with their child)

Y2: Daily reading with a parent of their school book, National Trust challenge, weekly spellings, Story map (to re-tell stories/texts used in class with parents).

Optional: CGP Y2 maths targeted study and question book and CGP y2 English SPAG targeted question book (on request and purchased by the school on behalf of parents who wish to use these materials at home with their child)

To purchase: We also sell CGP SATs study books to parents of Y2 pupils at a cost of £2 per book. These include:

- KS1 Maths Study Book

- KS1 Spelling, Punctuation and Grammar Study and Practice Book
- KS1 English reading Study and Practice Book

These can be purchased, on request, from the school office. A bulk order is usually undertaken in the autumn term.

Children in Y1 and Y2 have the option of using online learning, “RM Easy Maths”, for which the school has a subscription. This can be accessed at home via the internet. Y2 pupils can also use ‘Times Table Rock Stars’ at home.

For children in F2 (Reception) we have taken out a subscription to “Purple Mash”. This is an online virtual learning environment with lots of creative and exciting activities for children to access at home.

Special Educational Needs

Children with Special Educational Needs are still given homework. Sometimes it will be a special task which may be specifically linked to their targets and at other times it will be much the same as for the other children in the class.

Planning and co-ordinating homework so that the demands on children are balanced and manageable

This is achieved by:

- the class teacher, who is responsible for ensuring that the demands of homework are manageable for parents/carers and children on a day to day basis
- a regular pattern to homework - each year group will inform parents what the pattern will be at the beginning of the school year
- monitoring the demands on children so that they are as even and balanced as possible

The role of parents and carers in supporting their children

To help support their children parents should as far as possible:

- provide a reasonably peaceful, suitable place in which children can do their homework together with an adult
- make it clear to children that they value homework and support the school in explaining how it can help them to learn
- encourage children and praise them when they have completed homework tasks

For our children, it is so important that parents/carers become actively involved in joint homework activities with children. To help them in this, we will provide guidance and advice explaining the activities and how to approach them with the children in your child’s pupil planner.

Feedback for children, parents/carers and teachers

When homework is done together with adults, children will often receive immediate feedback on what they are doing. It is also very important that they receive appropriate feedback from their teachers as quickly as possible. This may be done through class work, assessments or through comments from their teacher. At a more general level recognition of children's efforts, for example by mentioning them in Well Done Assembly or sending them to show another class or the Headteacher, is very important in maintaining children's motivation. Children will receive a stamp or sticker at the back of their planner for each week's homework that is undertaken.

When parents and carers have carried out homework activities with their children, teachers will be interested in feedback from them, both on how well the children did the activities and in whether the activities were interesting/too easy, too hard etc. This can be recorded in your child's planner.

We find it helpful to maintain regular dialogue with parents through our policy of inviting parents into the classroom before school and through our pupil planners which parents can record comments.

Monitoring and Evaluation

The effectiveness of our homework policy needs to be monitored and evaluate. The Headteacher is responsible for liaising with teachers and discussing with them how far our school policy is being successfully implemented.

The key criterion to assess its success will be the extent to which the policy is contributing to the progress children make at school and their attitude to learning.

Appendix 1

Your 50 things

ADVENTURER

- 1  Climb a tree
- 2  Roll down a really big hill
- 3  Camp out in the wild
- 4  Build a den
- 5  Skim a stone
- 6  Run around in the rain
- 7  Fly a kite
- 8  Catch a fish with a net
- 9  Eat an apple straight from a tree
- 10  Play conkers

DISCOVERER

- 11  Go on a really long bike ride
- 12  Make a trail with sticks
- 13  Make a mud pie
- 14  Dam a stream
- 15  Play in the snow
- 16  Make a daisy chain
- 17  Set up a snail race
- 18  Create some wild art
- 19  Play pool with sticks
- 20  Jump over waves

RANGER

- 21  Pick blackberries growing in the wild
- 22  Explore inside a tree
- 23  Visit a farm
- 24  Go on a walk barefoot
- 25  Make a grass trumpet
- 26  Hunt for fossils and bones
- 27  Go star gazing
- 28  Climb a huge hill
- 29  Explore a cave
- 30  Hold a scary beast

TRACKER

- 31  Hunt for bugs
- 32  Find some frogspawn
- 33  Catch a falling leaf
- 34  Track wild animals
- 35  Discover what's in a pond
- 36  Make a home for a wild animal
- 37  Check out the crazy creatures in a rock pool
- 38  Bring up a butterfly
- 39  Catch a crab
- 40  Go on a nature walk at night

EXPLORER

- 41  Plant it, grow it, eat it
- 42  Go swimming in the sea
- 43  Build a raft
- 44  Go bird watching
- 45  Find your way with a map and compass
- 46  Try rock climbing
- 47  Cook on a campfire
- 48  Learn to ride a horse
- 49  Find a geocache
- 50  Canoe down a river