



GREENFYLDE CHURCH OF ENGLAND FIRST SCHOOL

including Sunny Ile and Cygnets Pre-School

Policy: Homework Policy

Date of review: December 2021

Version number: 2

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Changes from last review:

Removing link to letters and Sounds

Expectations for individual year groups

Reception, Year One, Year 2, Year 3 and Year 4 updated

Signature:

Print Name: GUY ADAMS

Position: Chair of Governors

Date:

Our Vision

Our doors are open – everyone is welcome in Greenfylde C of E First School. As a school community we seek through shared service to support children, families and wider community; encouraging high expectation, hope and support for aspirations and an understanding that all deserve to receive and give respect and dignity. ‘...life in all its fullness’ John 10:10

Caring

Friendly

Thankful

GREENFYLDE CHURCH OF ENGLAND FIRST SCHOOL

Homework Policy

School Ethos

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at parish and diocesan level. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning of faith and promotes Christian values through the experience it offers pupils. The ethos of the school promotes the spiritual, moral, cultural, emotional, social and academic progress of every child. We strive for a safe, secure and positive learning environment, in which all learners can thrive.

What is homework?

Homework can be defined as any activities that children are asked to do outside school time, either on their own or with their families. At Greenfylde C of E First School we believe that homework should promote a positive link between home and school. Through homework, children can see firsthand home and school working towards common and shared aims in their education. Homework supports and reinforces such work and helps children become more independent as learners. Curriculum Newsletters are sent out at the beginning of each term outlining the themes being covered. In Reception, sharing letters are sent out weekly, detailing the learning and activities taking place that week. A practical and online activity is included to support the children's learning in school that week.

What is the purpose of homework?

- ❖ To consolidate, reinforce and extend skills and understanding, particularly in English and Maths.
- ❖ To provide opportunities for parents and children to work together.
- ❖ To allow parents to gain an understanding of what children are learning in school.
- ❖ To allow children to progress towards becoming more independent learners.

What is the role of the school?

- ❖ To provide parents with a clear policy regarding homework.
- ❖ To ensure this policy is fully and consistently followed.

- ❖ To provide support for parents with information about homework.

What is the role of the teacher?

- ❖ To plan and set a programme of homework that is appropriate to the needs of the child.
- ❖ To ensure all children understand the homework they have been given.
- ❖ To be available to talk to families and children about homework.
- ❖ To inform families if there is a problem regarding homework.

What is the role of the families?

- ❖ To support the child in completing homework.
- ❖ To ensure the child completes homework to a high standard.
- ❖ To provide the appropriate conditions for the child to complete the homework.
- ❖ To provide the appropriate resources for the child to complete the homework.

What is the role of the child?

- ❖ To ensure they have everything they need to complete homework each week.
- ❖ To make sure they understand the tasks that have been set.
- ❖ To put in the same level of effort as would be expected of class work.
- ❖ To take on board any feedback about homework.

Homework needs to be a positive experience. It should be a time of sharing, talking and discussion. Short activities of different kinds - simple games, learning spellings and number facts and, of course, 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 environment.

Expectations for individual year groups

Reception

Reception children's main homework will be reading and sharing books as a family. Occasionally, there may be topic related homework e.g. they are asked to bring something in from home/find out about a topic. Weekly sharing letters include an online

and a practical activity that may be completed to support the learning that's taken place in school that week.

Year One

Reading books are issued and changed as children progress through the reading scheme and children are encouraged to read at home as often as possible. Children may have target sounds and words to practise based on their phonics learning. Occasionally there might be topic related homework e.g. they are asked to bring something in from home/find out about a topic.

Year Two

At Year 2 children are encouraged to become more independent in their reading and to read regularly at home. During this year children will be reading books from the reading scheme according to their progress. Occasionally Maths homework will be set to reinforce the learning taking place in school. Topic related homework may be given as an optional finding out / research type activity for children to extend their knowledge and follow their interests.

Years Three and Four

Children are expected to read at least 3 times a week to an adult at home and this is signed within the reading record. Children may also be given personal spellings to learn that are pulled out of the child's own writing. They are also expected to practice their times tables through a choice of methods including TT Rockstars, Hit the Button, through song (such as those on the school website) or by wrote. Occasionally additional pieces of homework may be sent home to reinforce learning in the class related to other subjects such as Topic and Science.

Special Educational Needs

Children with special educational needs will be considered as individuals and homework set accordingly or discussed with individual families.