

Galleywood Infant School



Policy for Homework

Revised September 2013

Introduction

At Galleywood Infant School we are strongly committed to working in partnership with parents and feel that initial "homework" starts long before children begin school with the talking, playing and sharing between parent and child.

We believe that the partnership with parents and carers is the most valuable way of promoting children's learning. We value the importance of home learning, not only in assisting pupils' learning and progress, but in promoting a partnership with parents. We know that children who receive regular support at home with learning activities gain the most benefit from their learning experiences.

We regard "Homework" as activities which pupils are asked to do outside school, occasionally on their own but mostly with parents/ carers.

Home learning guidelines set by the DfEE (1998) have been followed when formulating this policy, and responsibilities for both parents and teachers, are as specified in the Home - School Agreement.

Aims

In developing this policy for Homework we aim:

- To build on the existing effective partnership between school, parents and carers
- To help parents and other carers to understand more clearly what their children are learning in school.
- To give children the opportunity to practise and consolidate their learning and sometimes undertake "research" in some form.
- To develop children's confidence in order to work towards becoming independent learners
- To increase pupils' self-esteem and the realisation that their achievements are regarded as important by home and school.
- To inform parents and other carers of approaches and techniques used in school.
- To make use of all kinds of learning resources at home.
- To extend school learning.

The role of parents and other carers

The work of parents/carers who support their children and the school is highly valued.

We encourage parents/carers to:

- Provide a suitable quiet place in which children can do their homework without interruption.
- Help them understand the value of homework as an extension of their learning.
- Use a positive approach at all times, encouraging pupils and praising them when they have completed homework.
- Support their children by prioritising homework and undertaking the activities together

Suggested Activities

Foundation Stage

- Daily reading together from library book or colour banded book
- Key words to learn
- Number game or Story Explorer from the Early Years resource library

Year 1

- Daily reading from library book or colour banded book
- Weekly spellings
- Weekly Numeracy task
- Maths Challenge (from Yr1 Spring Term)

Year 2

- Daily reading from library book or colour banded book
- Weekly spellings
- Weekly Numeracy task
- Maths Challenge

In addition to these weekly activities the school subscribes to Bug Club and DB Primary, a learning platform, both of which require a personal login. Activities appropriate to different age groups are available including reading, maths games and links to carefully selected websites. Families without access to the internet are invited to use the ICT suite any Monday and Friday after school.

All Children

Curriculum plans for each half term are provided and children may be asked to find information about their class topics. Occasionally they may take home additional activities or short projects linked to their class work. Children may be asked to learn words for assembly, presentations or similar whole school events. Teachers are always very interested to see work that children have undertaken at home and encourage children to share and celebrate this with their class.

With parental agreement some children may occasionally be asked to complete at home tasks that they haven't completed in the allocated time in school.

Feedback for pupils/carers and teachers

Where parents/carers have carried out activities with children, staff will be interested in feedback not only on how well the children completed the activities but also whether the activities set were too easy/too hard etc. This can be recorded in the home / school record book or verbally.

Communication will take place through the reading contact book dialogue with comments and discussion at Parent Consultations.

Evaluation of the effectiveness of the school policy is based on parental feedback, child, staff and governor discussion and pupil questionnaires.

Staff discussion

Chairman of Governor.....

Headteacher.....

Review date.....