

## Burlington Infant School: Homework Policy

### **Burlington Infant School**



### **Homework Policy**

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<b>Approved By:</b>	<b>Full Governing Body</b>

# Burlington Infant School: Homework Policy

## Homework Policy



**“Always do your best and be your best”**

At Burlington Infant School, we believe that homework should be enjoyable, build on children’s learning and also be something that enables parents to share in their child’s learning.

Homework provides opportunities for parents and children to work together, whilst consolidating, reinforcing and extending skills and understanding. Homework allows parents to gain an understanding of what children are learning in school and assists children to progress towards becoming more independent learners.

As a school, we aim to set homework as appropriate for the age of our pupils. Where possible, tasks will be open-ended, allowing children to perform at their own level. We are aware that many of our children and families have busy lives with children often participating in purposeful structured activities after school (such as Rainbows, Beavers, Swimming etc.) We want to promote these opportunities for families to spend time together as well. In this way, children can develop their own interests and gain valuable learning experiences, which promote both their academic and personal development.

We do not specify exact amounts of time to be spent on tasks, as children and families will have their own routines. However, the expectations set out in this policy can be used for guidance.

### **Aims**

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.

### **Roles and Responsibilities of Burlington Infant 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.

### **Roles and Responsibilities of the Teacher**

- To plan homework that is appropriate to the needs of the child and which supports the curriculum.
- To be available to talk to parents and children about homework if needed.

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## Roles and Responsibilities of the Parent/Carer

- To support the child in completing homework.
- To ensure the child completes homework to the best of his/her ability.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.

## Roles and Responsibilities of the Child

- To ensure they have everything they need to complete homework each week.
- To try their best and put in the same level of effort as would be expected of classwork.
- To take on board any feedback about homework.

## Homework in Reception

Learning together is the emphasis for children in the Early Years Foundation Stage. It is an ideal time to lay the foundations for continuing work at home.

### **Reading**

This is the main way in which parents can support children in Reception. It should be done in two ways.

#### **1) Adults reading to children**

The children will bring home books from the Library Boxes in the classrooms. These boxes contain books that are suitable for adults to read to children. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language. Please enjoy reading and discussing these books with your child!

#### **2) Children reading to an adult**

When they are ready, children will start bringing simple reading books home to read to an adult. Children need repetition to help them learn, and reading the same book several times will help to build confidence.

### **Tricky Words**

Children learn to read tricky words as part of our 'Read Write Inc' reading scheme. When appropriate, these will be sent home as tricky word cards. Regularly practicing reading them, looking out for the words in reading books and playing games with them will really benefit the child.

### **How much time should be spent on homework?**

<b><i>Reception Guidance</i></b>	<b><i>Approximately 10 minutes 2 or 3 times a week (depending upon the child's level)</i></b>
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## **Homework in Year One**

For children in Year One, we encourage parents to work together with their child to support them with their homework. The emphasis remains on literacy and reading but we also include ways in which children can be supported with important numeracy and cross curricular skills.

### **What type of work will my child get?**

#### **Reading**

Reading on a regular basis is vital when children are in Year One. Children will bring their reading books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, using phonic skills, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important, is discussing the book to check that the child has understood what they have read.

#### **Tricky Words**

As in Reception, children will continue to learn to read tricky words as part of our 'Read Write Inc' reading scheme. These will be sent home as tricky word cards to read and write. Regularly practicing reading them, looking out for the words in reading books, playing games and practicing spelling them using 'Look, cover, write, check' will really help your child.

#### **Maths**

Teachers will send home key number facts to learn, as and when appropriate. Parents can support their child by giving them lots of opportunities to practice these. Teachers will also keep parents informed about the math's learning at school and provide suggestions for further activities to do at home to support this.

### **How much time should be spent on homework?**

<i>Year One</i>	<i>15 minutes 2 or 3 times a week (depending upon the child's level)</i>
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## **Homework in Year Two**

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents continue to support their children but good habits of independent study should also be encouraged. The main focus for homework in Year Two continues to be Literacy and Numeracy. However, children will also be given more varied tasks in other areas of the curriculum.

### **What type of work will my child get?**

#### **Reading**

Children may read to an adult, with an adult, or read to themselves in the presence of an adult depending on their individual ability. The story and characters should be talked about and new words discussed. Children will be encouraged to read their reading books on a daily basis to develop accuracy and fluency. Discussion about the book will help with comprehension skills and parents are encouraged to ask questions such as:

- What happened when....
- Where did this happen...
- How did you feel when....
- Why did this happen
- What do you think might happen next...
- What examples can you find.....

#### **Numeracy**

This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work. Children will be asked to make sure they know their 2, 5 and 10 times tables.

#### **Cross Curricular Work**

Work could be linked to any other curriculum area, including Science, History, Geography or the Arts. It could take many forms, such as completing a piece of research or doing something creative. The nature of this work may be more open ended than in other areas.

### **How much time should be spent on homework?**

<b><i>Year 2</i></b>	<b><i>Approximately 15 minutes a day (depending upon the child's level)</i></b>
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## **Internet based home learning**

Children will also be given log in details for educational programs such as RM Easimaths or Reading Eggs.

Many of these provide a personalised learning program, packed with fun activities, designed to allow children of different ages to make progress at a pace appropriate to their own individual ability.

## **How can parents find out more information about homework?**

- Parents will be informed of the topic that the children are learning each half term and the activities they will be doing in school. Talking about the topic and doing any follow up work is encouraged as much as possible. Tips and suggestions for home activities are included on the 'Curriculum Plan' sent home to parents at the start of each half term and published on the school website at [www.burlingtoninfants.org.uk](http://www.burlingtoninfants.org.uk)
- Children will be given a Home/School Reading Diary. Parents are asked to sign and date this when they have read with their child and add any comments. Always try to think of something good to say! Teachers check these diaries on a regular basis and reply/add comments when necessary. Please note, we request that Book Bags are returned to school **every** day.
- In Reception, teachers will discuss with individual parents their child's next steps and anything they can do to support their child at home, as and when necessary and at Parents Evenings.
- In Year One and Year Two, weekly Homework Letters, detailing specific activities linked to what the children have been doing in school that week, will be sent home by teachers. These letters will include suggestions and guidance for relevant follow up activities at home.
- Educational websites and resources which can be used to help with learning at home will be shared with parents as appropriate, for example at Parent Workshops on Read Write Inc. or Phonics Check
- If parents need further advice on how to support their children with homework, or have any concerns or questions, then they can talk to the class teacher.

## **Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.