



## COWLEY HILL SCHOOL HOMEWORK GUIDE

### HOMEWORK POLICY

- Homework should support, extend, consolidate and practise ideas and skills learned in class.
- It should be matched to children's abilities and needs.
- It should encourage children to develop independence and organisation skills.

### HOW TO HELP YOUR CHILD

- Encourage your child to check their Reading Record Book to remind them of what needs to be done.
- Agree on a day and time for homework to be done, preferably well before it is due to be handed in.
- Children should ask the class teacher for help if they have not understood or remembered instructions or are finding the work difficult. It is important that they do this for themselves

**HOWEVER in Key Stage 1 and Foundation Stage it is helpful to support children with their homework.**

- Provide a suitable place for your child to work and encourage working without close supervision, in order to help them develop independence.
- Tell them how long they have got to spend on the work when they start and invite them to show you what they have done at the end of the time and if you can, talk to them about it.
- Your child's teacher will know whether what has been produced is of appropriate quantity and quality and will give feedback to the child.
- The class teacher may from time to time give feedback to parents.
- All work set will have been previously taught or introduced in class. You are not expected to teach your child new work.
- We are aware that children have other activities outside school at weekends and in the evenings. Sufficient time is given between setting of homework and handing in for the work to be completed on time.

*It has been commented in many reports, including OFSTED reports that the establishment of good homework routines has a directly beneficial effect on children's achievements.*

## HOW MUCH HOMEWORK?

All children should be encouraged to read daily. They should read books other than those provided as reading books by the school. The habit of going once a week to the library to change books is an excellent habit to get into. Visits to museums, wildlife centres, art galleries, exhibitions and concerts will also have a positive effect on a child's attitude to learning.

### **Nursery**

A worksheet relating to topic is given on Thursday a.m. or Friday p.m. and to be returned by Wednesday. Children are encouraged to bring in objects for interest/ topic table each day.

### **Reception**

Parents are encouraged to read with their children as often as possible but not if children are tired as we are promoting reading as a pleasurable activity. Children will bring home Teddy word books with the High Frequency Words – 6 words at a time.

All children are loaned a Flicka word building book which they keep during their time in Reception or until they are confident reading and spelling CVC words.

### **Year1 / 2**

Spellings once a week

Reading daily – school books/ library books or books at home

Keywords/ Phonics to learn to read

Handwriting practice

### **Year 3**

Read 15/ 20 minutes per day – school books/ library books or books at home

Spellings (3 levels)

Friday to be returned following Monday - Numeracy and Literacy

Maths: (differentiated)

English/Topic work

### **Year 4**

Reading: 20 minutes minimum as many evenings as possible – own books or scheme books

1 Maths worksheet

English – spellings linked to writing task

Occasionally one other piece of science/ topic work

### **Year 5/ 6**

Reading: 20 minutes, as often as possible

Spellings and sentence work or handwriting practice

One piece of Maths/ Literacy/ Science

Occasional topic research

Access to SAM Learning

*Specific days are given out at the start of each term. Please note certain circumstances may require a change of day.*

**It is not school policy to give stamps for each piece of homework otherwise it becomes the norm and more important than the actual work. It is policy to give them on those occasions when extra effort have been made and significant improvements are evident. But we will always praise.**