



Eldwick Primary School

Learning in Partnership and Homework Policy

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Author / Owner J.Kershaw
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Version 2

1. Context

Work undertaken at home can support the development of children and enhance their learning opportunities. Parents are the first educators of their children and school builds on those formative experiences. It is clear that the learning journey is best continued as a partnership between home and school and this document is to clarify the view of that partnership.

2. Policy Statement & Aims

This policy aims to make clear to all stakeholders what is meant by homework in its broadest sense.

- To give advice to parents on continuing education through signposting to school publications.
- To outline specific homework that the school will set at various point across the primary years and the rationale behind that. Please see appendix 1.
- To define the expectations for teachers around setting homework, marking and response to pupils.
- To make clear the expectations to pupils about homework that is set and the rationale behind that.

3. Equal Opportunities / Cultural Diversity

All children can benefit from homework and have a right to be supported in their learning at home as well as in school, irrespective of their ethnicity, gender or cultural background. As a school we are mindful that some families may need more support with homework and the rationale behind it than others. Homework will also need to be differentiated on occasions to reflect educational needs.

4. School Governors, Leaders And Staff Responsibilities

- School governors will review this policy and accompanying materials. They will discuss the views of parents following the annual school evaluation process and amend systems if required.

- The Headteacher and school Leadership Team will review this policy and advise the Governing Body of any issues about homework that they feel may need to be reviewed. The team will also compile advice for parents to support them with their child's homework. They will also provide advice booklets on how children learn and which activities at home can influence and support their academic ability in school.
- Staff are responsible for setting homework (taking account of a range of needs), collecting homework in, marking it and feeding the results of that marking to the children as appropriate.
- We ask that families commit, to support their child with homework and associated tasks that will support their learning.
- Pupils are expected to take age-appropriate responsibility for their homework and complete it to the best of their ability.

5. Specific Procedures To Implement Policy Aims

When homework is set it must be meaningful, add to learning and be age-appropriate.

- The school sees reading as a continuing partnership with parents throughout the primary years. We expect parents to read with their children as part of family life, (e.g telling stories at bedtime and teaching songs and rhymes) so that they are best placed to learn to read and build up their reading skills. We will encourage all families to continue to read with their child even when the child gains independence in reading. The children will also be encouraged to read independently for at least 20 minutes a day. Parents will be asked to use the Partnership Book as a way of communicating about reading progress. The school see talk as crucial aspect of all language development and encourages families to have conversation and value talk as a way of building up vocabulary and increasing confidence.
- The school will encourage families to continue to build maths skills through games play – both traditional games such as Snakes and Ladders and also number games available on sites such as Education City available through Learnanywhere.
- Parent's will also be encouraged to do a range of tasks which will support perceptual skills – e.g. dot to dots, mazes, jigsaws wordsearches as well ensuring they know about the importance of the development of both gross and fine motor skills to support learning.
- The importance of talk to aid development across all areas of the curriculum will also be demonstrated as an essential precursor to learning and something that needs to be developed at home and at school.
- Pamphlets will be made available for parents about learning in general and to support specific work for each year group. These are

already available for reading and maths and are being developed in other areas.

- *Word work, including spelling, and times tables are other areas which can be supported at home. Not all children find such learning straight forward, however, and we would encourage parents to let us know if this is the case for their child.*
- *Learning Logs are worked on throughout school and these will be sent home twice per half-term. More details of the expectations of Learning Logs can be found in Appendix 3.*

Parents commit to supporting their child with homework when they sign their home-school agreements and it is an expectation of school life. We want to move children from early dependence on parental support to independent learning by equipping them with organisational and learning skills necessary as they grow.

6. Dissemination of the Policy

This policy will be made available to families through the school website and will also be given to them when they join the school. Homework and learning skills will be discussed with pupils as they move through the school so that they understand the purpose of the work they do.

7. Monitoring, Evaluation and Review

We will monitor the policy through discussion with families and the School Improvement Plan annual evaluation sheets. The policy will be reviewed annually.

8. Document History

Redesigned and updated by J. Kershaw in May 2013. Reviewed January 2016. Reviewed November 2017 by J Kershaw.

Documents linked to this policy.

- Reading booklets Nursery to Year 6
- Maths booklets for KS1 and 2
- Partnerships in Learning Booklets
- Year group homework schedules for parents. (Reading not seen as homework but as something done as part of family life) plus advice on time limits and responsibilities (*Appendix 1*)

Partnerships in Learning Early Years

Children are learning from the moment they are born and are equipped to build their learning very effectively given the right conditions.

The things that will specifically help them develop the types of learning we work on in school are quite fundamental.

TALKING – Talk develops through interaction with other talkers. This is most advantageous when they are human beings rather than technologies (although they have a definite place) Early talk comes through the natural talking we do when we interact with young children but our busy lives nowadays is leading to a decrease in families talking together, especially as children get older and do clubs etc. We would encourage you to talk to your children as much as possible for as many years as possible. Good talking habits when children are younger will help you later when they become less ready to talk!

BEING OUTSIDE – There are really clear learning reasons why it is statutory for children in Early Years to have access to the outdoors. The first phase of crucial development is that of gross motor skills. This has a definite impact on the development of the brain and the securing of neural pathways which will support learning. Children need to learn to run, climb, cycle jump, kick a ball, throw and catch etc etc. The more they can be out and about in the fresh air (come rain or shine) the better. Children love to engage in the outdoors and begin their science lives by finding out about the natural world, how things grow, animals and how they live. We would heartily encourage you to do gardening and go for lots of walks in the woods to build these physical and scientific skills.

FINE MOTOR SKILLS – Once gross motor skills develop fine motor skills come into play – you could look at this as anything we do with our hands. You will see young children in Early Years weaving and doing simple sewing to build hand- eye co-ordination which is essential for reading and writing. The advice we would give here is to start big and gradually refine things. Young children should be given opportunities to do big drawings, with big pens and paper before we move to smaller paper and pens. They will naturally make big movements first and the more practice they get the better. Big chalks on the driveway, squeezey bottles full of water (or paint if you are very brave!) to make patterns on paths or old bits of wallpaper (not on the walls obviously!) will all be good fun for a child. Opportunities to manipulate different materials and textures – mud pies, dough, and pouring water- will all develop fine motor skills.

READING – Please read a bedtime story to your child and build the habit and love of books from the beginning. Children who are read to have a huge advantage and it is the most important gift you can give your child. There is a reason why our world is infused with nursery rhymes and songs. It is because a child's future literacy is built on those early foundations of story, rhyme and song. Again the early memory is built on these things, by learning early songs, rhymes and stories we are programming the brain for future learning – without it the brain will struggle to organise other learning later. Listening to CDs of songs in the car is great. Your child will want the same songs and stories again because they are wired up for that repetition and learning. Whilst we will also do stories songs and rhymes at school we cannot make up for time lost if nothing has been done at home. Television is wonderful but watching a screen will not give the

same advantage as being read to by a parent, however interactive the screen is. All technology is a wonderful addition to learning but some things are part of life because they need to be there.

Joining the local library in Bingley gives you access to hundreds of books and establishes that reading habit for life.

NUMBER – Early counting usually comes through number rhymes and songs and then just talking about numbers around us. Use opportunities when cooking, baking, going up and down stairs, to count with your child. Money is also a great incentive for a child and the more they can get used to our coinage and talk about it the more easily they will understand it. Playing simple board games with your child will definitely help their number development, using a dice for simple games like snakes and ladders has lots of number in it. Dominoes is another game that is so useful as well as simple card games. Maths has lots of elements such as measuring, shape, time, money and capacity and there are lots of opportunities to build initial skills in all those areas at home. Right from being a baby a child can respond to the language of capacity – full, empty, half-full – in the bath, whilst experiencing filling and emptying a huge range of containers.

JIGSAWS – The ability to do jigsaws underpins a lot of areas of learning. It develops perceptual skills, hand-eye co-ordination, orientation of shapes, developing memory skills and is an underlying skill for maths development.

BAKING – Again there are lots of learning elements when you bake or cook with children. Measuring, dividing, counting, weighing are all maths skills, mixing, changing, heating and cooling, temperature are all science skills and obviously there is then the joy of sharing the time together and finally the food!

SIMPLE THINGS - Young children are built to learn about their world through play and they don't need expensive toys to do it with. They love mud, soil and cardboard boxes to play with. Cloth or old sheets and some pegs to make a den will intrigue most children. They will play with twigs, leaves and grass and make potions with mud and a bit of water. Cutting out from old comics or magazines and sticking their chosen pictures on a piece of paper are all key skills. Often with children less is more!

SCHEMA – Much research has been done into early play and how children build their learning. Schemas are identified patterns of play that children move through in the early years. The more opportunities they are given to develop these schema the more solid their base for learning will be. Examples of some schema are –

Enveloping – Children learn about covering objects, spaces and themselves by dressing up. Hiding under the table or under blankets, filling bags and wrapping things up.

Transporting – Children learn about distance, journeys and places as well as mapping by moving things from one place to another, moving themselves and other objects from one place to another, pushing each other in a truck or buggy.

Enclosure – Children learn about size, shape, measurement and volume by making block enclosures such as cages or prisons, filling and emptying containers, building barricades with blocks, cushions or Lego.

These are just three of many schemas – others are connection, orientation, rotation, and trajectory. To be prepared for learning children need to have a broad range of activities to enable them to experience these schema so they are equipped for future learning.

The most important thing is to give your child time and have fun. These early opportunities for learning disappear really quickly and the moment will have passed. Sadly it is very hard to recapture that natural enthusiasm for learning that very young children have, they are programmed to learn!

Partnerships in Learning Key Stage 1

Throughout Years 1 and 2 all the seeds of learning, planted and nurtured from birth start emerging. Children will become independent reader, writers and mathematicians to a variety of levels. Concentration levels, more refined fine motor skills and the ability to think in an abstract way are continually developing.

Phonics – Throughout Reception and Key Stage 1 the children are taught about phonics which is a tool to help them decode and build words for reading. Not all children will learn to read phonetically but it is a pathway that strengthens the likelihood of success. Refer to the sounds in words rather than the alphabet names. The way the sounds are said is available for you to listen to on the website.

Reading – No amount of phonics will replace the progress made if parents continue to read with their children. Please continue with bedtime stories throughout this period and show the importance of reading by being a reader yourself. Songs, rhymes and poetry continue to be vital ingredients in reading development. Children need to see a word many hundreds of times before it can be effectively used in their working memory. The more children are read to, the better spellers, writers and readers they become. Obviously their skill in reading is necessary to be successful mathematicians doing word problems and scientists recording experiments. Reading success is integral to success across all subjects.

If children miss out on this support from home, particularly at this stage they will begin to fall behind and we will not be able to catch them up necessarily. Now is the time to give them that reading time so if you are having problems with it please contact school. Please don't rely totally on the reading book – read anything, let them read favourite story books to you, read non-fiction – but please read.

Key Words – *There are some words which can't be learnt phonetically but are key to learning to read. Words like 'the', 'you', 'what' are described as 'tricky words'. They have to be learnt by sight and your child will be learning them in stages throughout Key Stage 1.*

Writing – Your child will be keen to try writing now and the more purposeful their task the keener they are to do it. Let them write a short list when you go to the shops and to be responsible for finding those items. Let them write postcards and short letters or emails to family who live away and make sure the relative replies (gushing obviously about the brilliant writing your child has done!). Diaries are a wonderful way for children to practice their writing as are scrap books with leaflets, tickets and an explanation of where they have visited or what they have done. Make sure writing materials are available at home and capitalise on any opportunity – writing out a recipe, making a list of things to take on holiday, writing plant labels for the garden. It will all take a bit longer but will be beneficial in the long run.

Talking – Please continue to talk to your child and make time for conversations. The lifestyle we all lead now minimises those times when we converse – everyone eating together at the table is rare and often everyone is on their individual electronic device which is great but doesn't give opportunities for conversations. Talk and discussion is full of subtle skills such as recognising responses from another person, body language, tone of voice and these need as much practice as other skills.

Numeracy – Numbers are all around us and, as with writing, the more meaningful a concept they are put in for a child the more adept they become. Children will sharpen their skills if they think they are going to win a game or end up with some money! Savings are a great way to develop an understanding of money and board games are fantastic for building up numeracy skills. Use two dice for snakes and ladders and ask the child to add them or take them away before they can move. Playing cards, darts, dominoes all help numeracy skills. You can build knowledge of doubling and halving into dominoes games. There are, obviously, lots of games on Education City through Learnanywhere, that your child can use and will benefit their maths work. Interaction between child and adult is so powerful though. Keep talking about measuring and numbers when baking, cooking (cutting up food into sections, fractions etc). Encourage your child to tell the time starting with key times of the day and then developing their skills with both the digital and analogue clock

Gross and Fine Motor Skills – both these areas impact strongly on the development of the neural pathways in the brain and continue to need developing. Dancing, swimming, gymnastics and all sports and outdoor experiences such as cycling are all beneficial. Sitting in front of the T.V. isn't, although we all need to do a bit of that! Your child should be developing a strong range of physical skills but again these need continual practice. Fine motor skills can be developed through sewing, knitting, origami, weaving, doing jigsaws, mazes, dot to dots and word searches as well as all the crafty, gluing activities and making activities children love. Bead threading is great for this as well as building repeating patterns that are part of maths development.

Good sleep patterns and good nutrition – It is so important that a child has a good night's sleep and some breakfast so that they are ready to learn at school.

Partnerships in Learning Lower Key

Stage 2 Years 3 and 4

Your child is now gaining independence with their work and needs to begin to be independent in the way they tackle any work sent home. Lots of them will be involved in after-school activities which is great. They will also be getting very keen on electronic gadgets as well as all the usual things like playing out. All these things are good and part of their childhood, but it is all about getting a balance. We are keen on using technology and will be starting using the Learnanywhere site for your child's homework.

Reading –The one thing that slows down for some children at this time is the amount of reading they do. They generally are competent readers and if there are not good reading habits at home they stop reading. It is absolutely clear that children who continue to read through Key Stage 2 are the children who achieve well at the end of Year 6. The impact of reading is huge and however technological the world becomes everyone still needs to be an effective reader. The reading skills needed to read e-mails, filter through them and respond to them within a work setting are phenomenal. Inefficient readers are at a disadvantage across all areas of learning. If the momentum is lost at this stage it is very hard to regain it.

We are not concerned about what your child reads. They will still be getting reading books and library books from school. What we cannot do is give your child enough time for sustained reading to build up their vocabulary and language structures. They cannot be effective writers if they do not read enough and we write in every area of the curriculum. The pace of work is also picking up now so if your child is not processing reading well they begin to struggle across the board.

Please keep reading to them if you can – storytelling is one of the most influential things you can do. Make sure you are a reading role model for your child. Take them to the library, buy them a Kindle, encourage them to read newspapers, comics, non-fiction, atlases – anything – but please support them with their reading.

This is heartfelt because we know it is the thing that can make the difference. Just 20 minutes reading a day through these years will set your child up for their future.

Maths –Please use our maths booklets to support your understanding of maths development during this stage.

Using maths games is still the best way to help children with their numerical fluency.

Playing games with two dice enables you to give children practice of number operations as well as enjoying the game. Dice can also be used for working on times tables.

Dominoes and card games continue to help children fluency in number.

They will be working on time, measurement, volume, money and weight at this stage so any practical opportunities to build these skills up is vital.

- Make sure your child sees both the analogue and digital clock and discuss the time with them.
- Starting to save money, count money and experience change for purchases will help your child to understand money values. Some children find this really difficult and you can give your child an advantage by working on it with them.

- Measuring, volume and weight all come into baking and cooking. These sorts of practical activities – especially if they are food related – will engage children and make them understand measuring much more clearly.
- Talk about fractions when you cut cakes, sandwiches or pizza.
- It is important that your child learns to make estimations around numbers, weight, height, distance etc.

Partnerships in Learning Upper Key

Stage 2 Years 5 and 6

Your child will now be learning with a high degree of independence. Some children will continue to need support. Independent learning is important as are the skills of self-assessment and challenging oneself.

We encourage independent thought, debate and opinions and we value creativity across school.

Reading continues to be a core skill and the amount of text the pupils have to read in all subjects increases dramatically. Comprehension of what they are reading and the ability to find information becomes complex. If they do not read enough and do not read broadly then we find their rates of progress slow. Like anything, the more they practise the more successful they will be. Please work with your child to ensure they are reading a broad range and type of texts – newspapers, comics, poetry, fact-files and atlases – in fact any type of reading that sparks their interest. We still ask that they read for at least 20 minutes a day and with an adult when possible.

Mathematics Mental maths skills are vital throughout school, but the ability to manipulate times table knowledge and recall number facts becomes vital when you are doing complex calculations. Please use our maths booklets to help you understand what is being taught and the methods used. Some children will find mental recall difficult and will need lots of support and I appreciate it can get frustrating. Please keep trying with all the core skills.

Computing and E.safety Your child will, no doubt, now be competent in the use of information technology. We do a lot of work about keeping safe on line. While encouraging the children to research and enjoy the world the internet opens up, it would be naive to think there were no dangers. Please add to the work we do, especially at this stage by monitoring what your child is accessing.

Helping your child towards greater independence with their organisational skills for school, coping with their homework and making sure they have all the equipment they need is one of the big challenges at this stage. We want to help them to be ready academically and personally to move on into secondary school. With your support and help, and what we do at school, they will be ready for those challenges I am sure.

What will homework be in each year group.

Nursery and Reception

The most important thing we ask that you do is to take time to read with your child. At this emergent stage it is important that this is not a stressful experience and that you enjoy reading together. Your child will still need lots of support, prompts and encouragement. Use the Reading Booklet for Reception for further advice.

Please record what reading has been done, and how it has gone, in the Partnership Book.

Please, also, return your reading book to school promptly.

Each week parents and pupils will be given a learning task to do

Reception give out 'Homework Menus' with each newsletter and from these, the learning tasks that you can do together with your child, can be taken. They can be recorded in which ever way is most appropriate. The first learning task in each half term will be a task which is given to the whole school, but can be interpreted as you wish, for Early Years. We welcome any information from home which can add to your child's Learning Journey.

***Don't forget the very useful learning aids in the back of you Partnership Book e.g phonic support and number facts.**

Year 1

Keep reading and giving your child lots of support. Often our reading books have questions in the back that you can ask verbally to check your child's comprehension. **Reading continues to be the vital ingredient for success.** Please record what reading has been done and how it has gone in the Partnership Book. Please, also, return your reading book to school promptly.

Twice every half term, your child will be asked to do some writing in their Learning Log. This will be some researched based work – finding out about an animal, the job someone does, what is there in a house that uses electricity etc. The first learning task in each half term will be a task which is given to the whole school. One of the two tasks will have a more mathematical focus. We ask that you support your child with this work, but that, in the end, it is their work.

***Don't forget the very useful learning aids in the back of you Partnership Book e.g phonic support, number facts and high-frequency words.** These are words that really need to be learnt by sight. Any help you can give your child to recognise these words will be helpful. Make signs around the house, build them with magnetic letters or have a 'word for the day'.

Please encourage your child to look at 'tricky words' every week.

Year 2

Keep reading with your child on a daily basis. If they haven't got a new reading book that day, use any familiar story book and read it to your child if they can't read it to you. It is important that reading together is a daily experience though at this stage. We expect all parents to do this. We encourage parents to engage in 'Book Talk' with the children discussing the story, predicting, asking questions etc... as this will improve comprehension skills.

Reading continues to be the vital ingredient for success.

Twice every half term your child will be asked to do some writing in their Learning Log. This will be some researched based work – finding out about an animal, the job someone does, what is there in a house that uses electricity etc. The first learning task in each half term will be a task which is given to the whole school. One of the two tasks will have a more mathematical focus. We ask that you support your child with this work, but that, in the end, it is their work.

Word Work is given regularly, within the Partnership Books.

In Year 2 the children need to learn their multiplication and division facts for the 2x 5x and 10x.

Children need strategies for learning things such as spelling or times tables. It does not just happen by magic. They need to see words hundreds of times if they are to take them into their working memory and be able to use them. If they are reading regularly that rate of seeing a word is increased. If they are not, or they struggle with the process of remembering, they need lots of support and repetition. If they are struggling to learn the bigger and bolder words and numbers are written the more chance the child has to internalise them – write them on big paper, with big felt tips and put the poster of them on the child's wall. Put smaller examples of individual words around the house.

Play pairs – write the words on small pieces of paper (each word twice) cut them out, place them face down and the child has to find the matching pairs as you turn them over taking turns.

Get your child to write the word out with big felt tips as you spell it to them using letter names.

Sing the spelling of the word together!

Put a beat to the word or even dance as you are spelling it! Adding the spelling to large movements will help to lodge it in the memory.

***Don't forget the very useful learning aids in the back of you Partnership Book!**

Year 3 and Year 4

Your child will be gaining independence with reading by this stage and this can be where parents support lessens. Please continue to read with and to your child, encouraging them to read as broadly as possible (fiction, non-fiction, newspapers, poetry, instructions...) Boys particularly need to continue to read at this stage, but all children should be reading for 20 minutes every day to improve their chances of academic success. We encourage parents to engage in 'Book Talk' with the children discussing the story, predicting, asking questions etc... as this will improve comprehension skills. Please also take this opportunity to draw out any Grammar and Punctuation, so the children become familiar with terminology, being able to recognise words and phrases in order to start to apply them within their writing.

**Please make sure all reading is recorded daily within your child's partnership book
Reading continues to be the vital ingredient for success.**

Twice every half term your child will be asked to do some writing in their Learning Log. This will be some researched based work – finding out about an animal, the job someone does, what is there in a house that uses electricity etc. The first learning task in each half term will be a task which is given to the whole school. We ask that you support your child with this work, but that, in the end, it is their work.

Maths work, to be completed in a separate Maths Homework book, will be given weekly, including mental maths skills.

Word Work is given each week, in the Word Work Book.

*Don't forget the VERY useful learning aids in the back of you Partnership Book e.g phonic support, number facts and high-frequency words. These are words that really need to be learnt by sight. Any help you can give your child to recognise these words will be helpful. Make signs around the house, build them with magnetic letters or have a 'word for the day'

Learning Times Tables becomes crucial to maths development. Some children will learn them easily but for others it will be very difficult.

By the end of Year 4 the expectation is that children are fluent in all times tables 1 – 12. If your child is struggling to remember their tables they need visual as well as auditory support – posters with the tables on are great, but you need to go through the patterns with your child. Best of all is a CD with tables which you play in the car or simple games with dice and cards that you can play together!

Year 5 and Year 6

Your child needs to read for at least 20 minutes every day, sometimes with an adult. This is even more vital now they can read fluently. They should be reading for pleasure and to develop their knowledge through a broad range of texts e.g information texts, newspapers, letters, instructions, poem etc... We encourage parents to engage in 'Book Talk' with the children discussing the story or information, predicting, asking questions etc... as this will improve comprehension skills. Please also take this opportunity to draw out any Grammar and Punctuation, so the children become familiar with terminology, being able to recognise words and phrases in order to start to apply them within their writing.

Please make sure all reading is recorded daily within your child's partnership book.

Reading continues to be the vital ingredient for success.

Every half term your child will be asked to do some writing in their Learning Log. This will be some researched based work – finding out about an animal, the job someone does, what is there in a house that uses electricity etc. The first learning task in each half term will be a task which is given to the whole school. We ask that you support your child with this work, but that, in the end, it is their work.

Maths work, to be completed in a separate Maths Homework book, will be given weekly, including mental maths skills.

Word Work is given regularly, within the Partnership Books.

The speed and accuracy in recall number facts (including time tables 1-12) is crucial to success in mathematics. **A lot of these can be found in the back of their Partnership Books.** Learning these is again another way you can help your child. Please make the learning fun and relevant e.g play mathematical games, draw out the maths in cooking, shopping and other every day activities.

Whilst we appreciate homework is difficult issue please talk to us if it is problematic for you as a family. We have tried to make it meaningful to learning and also something your child is interested in. They will receive homework at secondary school and part of our partnership is to prepare them for that and establish good learning habits. Obviously the younger children are, the more support they need, but hopefully the information in the Partnership Books will give you a clear picture about what the homework is. We always discuss it with the children and they should know what is expected. We ask that they make each piece of homework the best they can – the same as we expect in school. We understand, however, that they are not always keen and that there are far more distractions at home. We find it best to do a little a day than try to do too much all at once – chunk it up!

I do know that a lot of parents already do a lot of the things described above but we are often asked for advice so I hope this document will be helpful.