

Hatherley Infant School



Homework Policy

'Learn and Grow Together'

Agreed: May 2018
Review: May 2020

We want to ensure your needs are met. If you would like this document in any other format, please contact us:
admin@hatherley-inf.gloucs.sch.uk

Introduction

At Hatherley Infant School we believe that there is a great advantage in children continuing their learning beyond the school day. At all stages of their education children benefit from having an interested adult at home who will find the time to talk to them about a variety of topics including the work they are doing at school. Learning at home/homework should provide the opportunity for a child to have quality time with an adult supporting their learning in a positive way.

Aims

Our aims are:

- That homework should be balanced with other after-school activities and family life – it should be enjoyable!
- To encourage an ethos of high expectations in which Children, Parents and Carers and Staff are involved, to reinforce the idea of being lifelong learners.
- To work in partnership with each other, in order to enhance the learning of children.
- To have a consistent approach across the school when setting, managing and marking Homework (as appropriate with each year group).
- To give clear information so that Children, Parents and Carers know the expectations of the school, strengthening Home / School links.
- Give children the opportunity to practise skills which have been taught at school

Responsibilities

In order for the Homework Policy to be effective, we recognise that everyone involved in the process has a very important part to play. When Parents and Carers and children sign the Home / School Agreement alongside School Staff we are entering into a partnership. Home Learning is part of this.

Person	Responsibilities
Child	<ul style="list-style-type: none">• To spend the allocated time on an activity• To ensure Parents and Carers know what the activity involves• To complete the activity to a high standard as expected in school.• To hand in the activity on time.
Parent / Carer	<ul style="list-style-type: none">• To support children with Home Learning activities.• To identify a quiet “working” space at home for Home Learning activities to be undertaken.• To provide suitable equipment for activities to be undertaken (this is usually a pencil, pencil sharpener, colouring pencils or similar and a ruler). We acknowledge that many children will now have access to a computer or tablet device and would expect these to be used with due regard to e-safety.• To recognise that as children get older we will expect them to be increasingly independent when carrying out activities.
School Staff	<ul style="list-style-type: none">• To outline routines and expectations through ‘meet and greet’ meetings held at the beginning of the academic year.• To provide activities which children find enjoyable, relevant and productive.• To use Home Learning activities to consolidate previous learning or prepare for future learning and to practise targets.• To ensure that activities are understood, have clear objectives and are able to be completed away from the school environment.• To ensure that any new methods of working have been practised beforehand.• To give feedback and mark work in a timely and meaningful way—this may include oral feedback etc.• To give enough time to complete the activity, being clear about handing in dates.• To make use (where appropriate) of Home Learning Books in order to communicate with Parents or Carers.• To keep records of work and inform Parents or Carers of any difficulties or uncompleted work.• Alerting parents/carers of any problems and suggesting strategies that they can use to assist their children with (this is usually covered via parents evening, although there may be occasions where more consultation is necessary)

Time expectations

We acknowledge that children have (busy) lives out of school hours and we wish to ensure that our pupils enjoy this time. We have kept our time allocation for Home Learning activities in line with national guidelines. **We believe that reading in all year groups should take priority over all other Home Learning activities**—(reading and spelling can be “chunked” into periods of time which are more appropriate for your child,) if this causes concern please discuss with Staff. All Children are set targets which are reviewed throughout the year. Home Learning will take account of these targets.

Year Group	Time allocation and regular Home Learning Activities
Reception	Approximately 5-10 minutes a day. Daily Reading together, sharing books, rhymes & stories and practising word recognition (using word cards & bag). Weekly Handwriting practice connected to phonics. Literacy or mathematics task based on learning for the week. Termly Topic related activities.
Year 1	Approximately 10-15 minutes a day. Daily Reading together, sharing books, rhymes & stories. Weekly Spelling Mathematics Termly Topic related activities from homework grid.
Year 2	Approximately 15-20 minutes a day Daily Reading together, sharing books, rhymes & stories. Handwriting practice connected to phonics. Weekly Spelling Mathematics Termly Topic related activities from homework grid.
All timings are approximate. If you find that your child is regularly spending considerably more or less time than these please discuss with staff.	

Activities

We believe that homework should engage children in purposeful joint activities and tasks with their parents/carers for example:

- Talking together and enjoying one another's company.
- Having fun together, playing games
- Reciting rhymes, reading, learning and revising key words.
- Carrying out mathematical activities that make use of the home context e.g. carrying out simple transactions with money or weighing ingredients when cooking.

Learning at home should not just mean completing work sheets and formal written exercises carried out with help from adults.

Differentiation:

Homework will be differentiated to cater for the needs of all pupils, including both low and high achievers.

Equal opportunities:

This policy is written with due regard for the Single Equalities Scheme which the school endorses.