



EYFS AND PRIMARY HOMEWORK POLICY

At PSIS, the Three key elements which underpin an approach to personal study in Primary compose of:

- Encouraging the development of a culture of learning and achievement beyond the school day and a continuation of this in the community.
- Being fully committed to the close involvement of parents in the learning process and to develop personal study and homework.
- Establishing the development of children's enthusiasm for discovering knowledge, investigations and problem solving as well as a growing capacity for independent work.

AIMS OF OUR HOMEWORK POLICY

- To help children develop the skills of an independent learner
- To promote co-operation between home and school in supporting each child's learning
- To enable some aspects of the curriculum to be further explored independently
- To provide educational experiences not deliverable in school
- To consolidate and reinforce the learning provided in school, and to allow children to practise and master skills taught in lessons
- To help children develop good working habits for future life.

WHAT HOMEWORK SHOULD BE SET?

The setting of homework should reflect the above aims. It should not become a chore or a routine, or a gesture designed to keep parents happy because their children have got something to do. It is about involving parents in meaningful and developmental interactions with their children.

Teachers use their professional skills and judgement to set homework appropriate to the age group they are teaching – In Primary this revolves around the 3Rs Reading, Review, and Research, which will be elaborated below.

In ordinary circumstances, all children must be set homework every week. Teachers send home a detailed Termly overview at the beginning of each term outlining the curriculum areas to be covered that term and explaining how parents can support their children's learning. In Yearly newsletter Teachers will details when homework is set and when it must be returned to school.

EARLY YEARS FOUNDATION STAGE

In the Early Years foundation stage, there is an expectation that children should be reading daily at home with an adult. Children will bring home a story they have chosen from the library. Once the child is ready (at an

appropriate stage of development) they will, once a week, bring home a book linked to what they have been learning in their Read Write Inc lesson.

We encourage parents to regularly use their child's reading diary to communicate their child's progress in reading to the class teacher.

We encourage children to talk confidently and easily about what they have been learning. To support this we will be sending weekly 'Talk to me tasks' which directly link with what the children have been learning that week. These tasks are to encourage discussion at home.

We encourage math to become a part of everyday life and expect parents and carers to regularly promote counting, numeral and shape recognition, calculation and measure through games, songs, activities, and discussion. It is essential that children are given many opportunities to count a range of objects such as fruit, pasta pieces or pencils. We also encourage support at home with Phonics development using the home learning kits that are sent home. Alongside this we will be setting weekly activities to consolidate the learning taking place in class. We expect parents and carers regularly engage with these activities with their children.

PRIMARY – All homework set will be based on 3Rs – Reading, Review and Research.

KEY STAGE 1

In Key Stage 1 we build on the good practice established in the Foundation setting and ask parents to continue to support their children through home learning. This includes daily reading for about fifteen minutes.

Children will be provided with:

- An appropriate reading book which can be changed whenever required,
- A Read Write Inc reading book
- A free choice book from the class or school library

Children in both Year 1 and Year 2 will be given weekly RWI phonics activities, spellings and Maths activities. At times – especially when starting a new topic – parents will be encouraged to talk about the topic at home prior to studying it in school. We encourage both children and parents to review and research, and to use not only the school library but also the local library and the internet to investigate new areas of study. We also promote the importance of parents' spending time with their children and enjoying everyday activities such as cooking, painting and exploring the local area.

KEY STAGE 2

We continue to provide the same range of activities for our KS2 children as we do in KS1.

This includes:

- Daily Reading (fifteen to thirty minutes)
- Weekly Spelling activities and a spelling list
- Literacy and math work based of 3R's of Reading, Review and Research.

We do expect children to complete their work independently. At certain points in the year, we will also set homework as a means of helping children to revise for examinations, as well as to ensure that prior learning has been understood.

In addition, topic-related work may also be set which is cross curricular with Core subjects. This is normally a more creative, investigative task to really involve the pupils and parents in research or in making a model, etc.

MONITORING & MARKING OF HOMEWORK

Homework is acknowledged and (depending on the task set) is either marked or used in class to support learning. Homework that is completed to a high standard (or into which a great deal of energy and time have been invested) is especially valued and praised. A weekly register will be kept by the teacher to ensure that children are regularly completing and punctually handing in their homework. This will be monitored half-termly by Phase Leaders to ensure that there is consistency and support provided for those struggling. If there have been more than two consecutive incidents or three individual incidents of homework not being completed, parents will be informed and support will be provided to ensure children catch up.

ROLE OF PARENTS

Parents play a vital role in their child's education, and homework is an important component of this process. We ask parents and carers to encourage and support their children so that they can complete it and hand their homework in on time. We ask that parents try their best to provide the sort of space and environment that allows their children to achieve their best results.

WAYS TO SUPPORT INDEPENDENTLY LEARNING AT HOME

- Provide a calm quiet working space
- Visit the library regularly
- Talk with your child about what they are learning and the homework they have been set

Ideally parents should read with or listen to their children daily to help them to develop fluency, confidence, and love for reading. We ask parents and carers in Foundation Stage and Key Stage One to sign and record comments in their child's Reading Diary to show that they have heard their child read and to maintain a dialogue between home and school how well their child is reading.

If parents have any questions about homework, they should, in first instance, contact their child's class teacher.