



MONKFRITH PRIMARY SCHOOL

HOMEWORK POLICY

The staff and governors at Monkfrith value homework and see it as an effective tool to aid children's learning. We also greatly value the support of parents and recognise their essential contribution to making homework a valuable part of the weekly routine.

Why do we ask children to do homework?

- To provide an opportunity for parents/ carers to be involved and support their child's learning and help them where necessary.
- To consolidate and reinforce skills and understanding, with the emphasis on literacy and numeracy (including High Frequency words, number bonds and times tables)
- To learn to use the range of resources available at home e.g books, internet, TV.
- To make use of the knowledge and experience of their siblings and the adults who care for them.
- When possible, to visit a range of places to increase and enhance their learning eg museums, exhibitions, library etc
- To extend school learning, for example through additional reading or research
- To encourage pupils, as they get older, to develop the confidence and self-discipline needed to study on their own, preparing them for the requirements of secondary school
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Feedback given by the teacher is for the child and can be in the form of:

- a written comment or mark for the child to read
- individual or class discussion
- verbal comment
- stickers, photos, house points etc

This enables teachers to give praise and constructive feedback and recognise the value of home done at home.

Where appropriate, homework may be differentiated either by task or by outcome.

N.B. Educational research suggests that learning spellings for tests does not help children to retain and use those spellings in their writing. Spellings are taught in class every day in a context that supports the children's understanding.

Governors have a responsibility to ensure the policy is reviewed regularly in consultation with the school staff.

Reviewed April 2013. Next review April 2015.

Chair of Governors: Janet Frost _____

Headteacher: Jeanette Adak_____

RECOMMENDED GUIDELINES FOR PARENTS

Homework is not routinely given during holidays, however there may be occasions when a project may be given.

YEAR GROUP	SCHEDULE
RECEPTION	10 minutes shared reading with an adult every day (see additional information) Practise using scissors at least twice a week Phonic reinforcement once a week
YEAR 1	10 minutes shared reading with an adult every day (see additional information)) Find opportunities at home to practise using scissors/play dough at least twice a week Activities related to things going on in the classroom will be given during the term as appropriate e.g. if the children have been working on money in class, you may be asked to take your child shopping. Practise number bonds to 10 and beyond on a regular basis (see additional information))
YEAR 2	15 minutes shared and/or independent reading every day (See notes on shared reading) 5 minutes times tables every day (2, 5 and 10) Maths or literacy-alternate weeks Topic based work will also be set during the term.

YEAR 3	20 minutes independent and/or shared reading every day-ask your child questions about the book they are reading to test their understanding. Ask them to predict what might happen next. 10 minutes mental maths/times tables every day (3, 6, 9) plus two additional pieces of homework per week (this may be project based and be done over a period of weeks.)
YEAR 4	20 minutes independent reading every day- ask your child questions about the book they are reading to test their understanding. Ask them to predict what might happen next. 10 minutes mental maths/times tables every day (4 and 8) plus two additional pieces of homework per week. If the piece of work is project based it may extend across several weeks
YEAR 5	30 minutes independent reading every day 10 minutes mental maths/times tables practice (7, 11 and 12) plus two additional pieces of work weekly If the piece of work is project based it may extend across several weeks.
YEAR 6	30 minutes independent reading every day 10 minutes mental maths/times tables practice plus revision related to SATs and any other work required.

ADDITIONAL INFORMATION

TERMLY CURRICULUM OVERVIEWS

Curriculum overviews contain useful information to help you support your child in their learning. The overviews are available at the beginning of each term on the school website.

SHARED READING

Sharing books helps children to:

- learn that words and pictures carry a message
- understand that print and pictures are different
- begin to understand how books work
 - they have a cover and a title
 - in English you read print from left to right and from top to bottom
 - you can read electronic books too
- listen to and enjoy stories, nursery rhymes and poems
- retell stories they know
- use books and the internet to find things out
- recognise familiar words and letters
- make connections between sounds in speech and words on the page
- learn some of the words connected with reading: *page, cover, word, letter, front, back, author*

HIGH FREQUENCY WORDS

Common words are known as 'high frequency' words and are stuck into homework books from Y1 upwards to enable children to familiarise themselves with them. Parents are very welcome to check children's knowledge of these on a regular basis. Children might like to try the 'read, cover, write, check' method to help them remember some of the words they find tricky.

NUMBER BONDS

'Number bonds' are just 'teacher speak' for all the combinations of numbers that make ten i.e. 1 and 9, 2 and 8 and so on.)

To help your child learn their 'number bonds'-try the *Pot Game*. Find 10 small objects, count them with your child. Now put 1 under the pot and the rest on top of the pot. Count the ones on top, see if your child can say how many are under the pot. Take one from the top of pot and put it underneath, and go through the same process. Play the game lots of times.)

Homework tasks are set to reinforce children's learning and most can be completed independently. If a parent feels their child has found a task particularly difficult, a note should be sent to inform the teacher.

We want to instil good habits in our children from an early age so we set deadlines for the completion of homework and children are expected to abide by them. Children are expected to bring their homework into school on Wednesdays and will miss playtime to complete their homework if they have not done it.

N.B. Very useful site. <http://resources.woodlands-junior.kent.sch.uk/Homework/index.html>